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ABSTRACT

The report reviews 1978-1979 performance of the Resource Access Projects (RAPs), a network of projects federally funded to assist handicapped children in Head Start through the development and dissemination of materials and information, and by providing training services to Head Start staff and to the families of handicapped children. Following an introductory section are RAP profiles which contain brief, separate descriptions of the basic characteristics and operations of each RAP (N=15). Each profile states the performance of the subject RAP on a set of indicators and includes sections on background, regional situation, RAP operations, and observations. Statistics on budget and staffing of RAPs are presented in Chapter III. A fourth chapter discusses activities relating to 11 priority tasks which include assisting Head Start grantees in developing and updating a needs assessment; conducting state training conferences based on the Administration for Children, Youth and Families manuals on handicapping conditions; and establishing and updating a file of resource providers. Impact data regarding Head Start reactions to RAP, state education agency impressions of the RAP program, and estimates of benefits and cost relationships are offered in Chapter V. A final chapter presents findings and recommendations which include that early in the program year, the RAP Project Officer should convey program priorities to individual project staff. (SBH)

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An Impact Evaluation of The
Resource Access Projects
1978-1979

Submitted To
ACYF-DHEW

HEW 105-77-1042

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TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION	1
A. Background on RAPs	1
B. Evaluation of RAPs	2
II. THE RAP PROFILES	7
The New England RAP.	8
The NYU RAP.	13
The PUSH RAP	18
The Chapel Hill RAP.	22
The Nashville RAP.	27
The Mississippi RAP.	32
The University of Illinois RAP	36
The Portage RAP.	41
The Region VI RAP.	45
The Region VII RAP	49
The Mile High RAP.	53
The Los Angeles RAP.	57
The Hawaii RAP	62
The University of Washington RAP	66
The Alaska RAP	71
III. BUDGET AND STAFFING.	76
IV. PERFORMANCE.	84
A. Task Priority.	85
Task 1: Assist Head Start Grantees in Developing and Updating a Needs Assessments	90
Task 2: Conduct State Training Conferences on the ACYF Manuals on Handicapping Conditions	93
Task 3: Establish and Update a File of Resource Providers.	120
Task 4: Provide Service and Materials to Head Start Programs	123
Task 5: Establish and Conduct Advisory Committee Meetings	146
Task 6: Facilitate Collaboration between Head Start and Public Agencies	148

TABLE OF CONTENTS (Continued)

	<u>Page</u>
Task 7: Participate on Task Forces	158
Task 8: Attend Head Start Directors Meetings . . .	163
Task 9: Attend National RAP Meetings	165
Task 10: Implement RAMIS.	167
Task 11: Assist with the Annual Survey of Handicapped Children in Head Start	171
V. IMPACT DATA	172
A. Head Start Reactions to RAP	172
B. SEA Impressions of the RAP Program.	212
C. Extending the Estimates of Benefits and Cost Relationships.	241
VI. FINDINGS AND RECOMMENDATIONS.	244
A. Findings.	244
B. Recommendations	249

LIST OF TABLES

Table 1: RAP Project Budgets, 1978-1979	77
Table 2: RAP Tasks in Order of Priority	86
Table 3: Characteristics of Mainstreaming Conferences, 1978-1979.	95
Table 4: Characteristics of RAP Transactions, 1978-1979	124
Table 5: First, Second and Third Year Transaction Findings	125
Table 6: RAP Transactions by Type	130
Table 7: Transactions by Provider Type.	131
Table 8: Transactions by Requestor Types.	133
Table 9: Transactions by Handicapping Condition	135
Table 10: Characteristics of Service Projects.	139

TABLE OF CONTENTS (Continued)

	<u>Page</u>
Table 11: Head Start Clientele Reactions to RAP Projects, 1978-1979	177
Table 12: Comparisons of <u>Total</u> Response Patterns of Head Start Sites to Impact Survey, 1978-1979	184
Table 13: Reasons No One Received Manuals Training: Reported by RAP, Showing Numbers Citing Various Reasons	196
Table 13a: Comparisons on Satisfaction Scores, 1978-1979	200
Table 14: Summary Profile of RAP/SEA Interactions from January 1979 to June 1979 with Comparative Findings from December 1979	213
Table 15: Comparative Findings from SEA Telephone Inquiries at Three Different Reporting Periods	214
Table 16: Summary Profile of RAP/SEA Interactions on a Program by Program Basis.	217
Table 17: Cost Benefit Estimates for RAPs	242
Figure 1: Satisfaction Change in Head Start Survey, 1978-1979	182

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First, Dr. Pamela Coughlin, Director of Special Projects at ACYF has made her time available to the evaluation staff on countless occasions. We also thank Dr. Bernard Brown, the RAP Evaluation Project Officer at ACYF for his guidance.

Our evaluation staff has visited each of the RAP projects and conducted lengthy interviews and file research on-site. We acknowledge the enormous contributions of time and preparation which have greatly facilitated our work. Similarly, staff in each of the ten ACYF Regional Offices have contributed thoughtful insight on the regional variations which affect each of the RAPs.

We also extend our thanks to our contacts, at many Head Start programs and State Education Agencies, who have added perceptual information to this report.

This Evaluation has been directed by Julie Empson, with the assistance of Janice Idyll. Field Analysts include Lee Gruber and Richard Engler. Louise Durant is responsible for the typing and format of the report.

I. INTRODUCTION

Background on RAPs

The Resource Access Projects (RAPs) are a network of projects federally funded by the Department of Health, Education and Welfare under the Head Start Bureau. The program assists handicapped children in Head Start through the development and dissemination of materials and information, and by providing training and services to Head Start staff and to the families of handicapped children.

Head Start has provided services to handicapped children since its beginning, 14 years ago. In 1972, Head Start intensified its efforts to serve handicapped preschoolers when a congressional mandate required that ten percent of the enrollment opportunities be made available to these children. The most recent findings demonstrate that 38,121 children, or 13.4 percent are professionally diagnosed as handicapped. Handicapping conditions include visually handicapped, deaf/hearing impaired, mentally retarded, speech impaired, seriously emotionally disturbed, orthopedically impaired, health impaired, or children with special learning disabilities who by reason thereof require special education and related services.

National guidance for local programs has been developed to insure quality services to handicapped children. Grantees must develop outreach and recruitment procedures in cooperation with community agencies to identify and enroll handicapped children; provide appropriate special education, treatment, and related services; insure that handicapped children receive the full range of comprehensive services available to non-handicapped children; incorporate principles of mainstreaming into the program setting; collaborate with other public agencies serving handicapped children; select from among various Head Start program options to develop an individual service plan for the child with special needs; and comply with the objective that handicapped children account for ten percent of the enrollment by state.

In 1976 Congress enacted Public Law 94-142, the Education for All Handicapped Children Act. The law guarantees the availability of a free and appropriate public education for all handicapped children. This law has implications for Head Start which serves the largest number of preschool children in the nation.

Frequently, Head Start is the only program to offer comprehensive services to handicapped children "in the least restrictive environment" encouraged by the legislation. In many rural communities it is the only program to offer any services to handicapped children.

The new law has made increased money available to State and Local Education Agencies. With this funding come requirements to fund, count and optimally serve handicapped children.

The Federal law and the Congressional mandate to serve handicapped children have placed a strain on already limited Head Start resources. ACYF Regional Offices have introduced initiatives to assist grantees with training and technical assistance contracts, but these efforts vary among HEW Regions. Under the RAP program, each region is served by at least one project required to fulfill identical contractual obligations, so that all Head Start programs can seek the same assistance from the RAP.

The RAP program has been established for three years. In the first year there were 13 projects serving ten HEW Regions and the Indian and Migrant Head Start programs. In the second year, RAPs serving Alaska and Mississippi were added to the network and the IMPD RAP was disbanded. In the third program year, the Hawaii RAP has been introduced into the network and a new contractor, Texas Tech University replaces the former contractor in Region VI. All other contracts have retained the original sponsorship or directorship, contributing continuity to the program. All RAPs are funded and administered through the Administration for Children, Youth, and Families in Washington. The projects, their sponsors, the number of Head Start grantees and the estimated number of handicapped children in each service area is given on the next page.

Evaluation of the RAPs

The RAP evaluation effort was initiated with the program and has continued for three years. This report reviews the performance of the total program and each individual project for the 1978-79 program year, so that the text gives the current status of the RAPs. Comparative findings from first and second year operations are also presented to reveal directions of change and to confirm established patterns of activity where appropriate.

<u>HEW Region</u>	<u>RAP Sponsor and Location</u>	<u>Number of Head Start Grantees</u>	<u>Estimated Number of Head Start Handicapped Children</u>
I	• Education Development Center Newton, Massachusetts	73	1,342
II	• New York University New York City, New York	76	3,815
III	• Parents Understanding Student Handicaps (PUSH) Keyser, West Virginia	112	2,880
IV	• Chapel Hill Outreach Project Chapel Hill, North Carolina	124	4,463
	• The Urban Observatory Nashville, Tennessee	91	3,803
	• Friends of Children (sub contracted through the Chapel Hill Outreach Program) Jackson, Mississippi	25	3,045
V	• University of Illinois Champaign, Illinois	117	3,570
	• Portage Project Portage, Wisconsin	83	1,956
VI	• Texas Tech University Lubbock, Texas	162	5,351
VII	• University of Kansas Kansas City, Kansas	66	2,500
VIII	• Mile High Consortium Denver, Colorado	55	909
IX	• Child, Youth and Family Services Los Angeles, California	60	2,180
	• University of Hawaii Honolulu, Hawaii	15	147
X	• University of Washington Seattle, Washington	49	999
	• Easter Seal Society Anchorage, Alaska	3	151

The report is organized into six chapters: Introduction, Profiles of the RAPs, Budget and Staff Characteristics, Performance on Tasks, Impact of RAP, and Findings and Recommendations. The RAP Profile treats each project as a unique and individual entity, operating in a distinctive environment; selected aspects of each project are discussed in the Profile section. Thereafter, the program is reviewed holistically and highlights of individual RAP projects are presented as illustrations of normative or unusual characteristics. Findings and recommendations, too, are programmatically oriented; remedial solutions to problems of a specific project are not set forth in this report.

The most elemental purpose of the evaluation is to report programmatic findings and these are organized by task. Beyond that the evaluation reviews performance, offers insights on successful approaches to problems, and offers recommendations. Because the evaluation reviews the program holistically, individual projects can measure and evaluate performance as part of a larger process and new directions can be forecast. Certain principles and assumptions have guided the evaluation methodology and these are important to the reading of the report.

1. This Impact Evaluation reports on the findings of the 1978-1979 program year. Five RAPs have funding cycles which differ from the 10 other projects, where program and funding terms coincide. Nevertheless the evaluators have assessed all RAPs on the basis of the program year in order to provide a uniform time frame. Comparisons are made occasionally with first and second years' findings, but the body of the text reports on the third year of program activity.

2. Throughout the three year evaluation process, the evaluation team has designed an analytical framework which progresses from RAP-centered perceptions to client/user-centered perceptions of RAP impact. The first findings were based on information from RAP and Regional Office sources. Then findings added data from a small sample of Head Start clientele. Later findings included feedback from State Education Agencies. This report contains information from a broad sample of Head Start clients, SEA users, and RAP staff. The RAP evaluation has attempted to view the program in a progressively broader context.

3. One measure of performance used to evaluate the impact of the program is a count of RAP transactions as defined in conventions used for the RAMIS system. In the start-up stages when volume did vary significantly from project to project the count was an invaluable tool as a measure of work load. But, as the RAMIS system developed, interpretations and applications of the system have been most uneven, causing a wide discrepancy in the number of transactions recorded from project to project. A thorough analysis of each project's transaction load led evaluators to believe that the numerical count was an unsatisfactory indicator of performance, because recording conventions vary widely. Therefore, this report emphasizes a transaction content analysis, and de-emphasizes the numerical count.

This year, service project reports have been added to the RAMIS system and they too will be analyzed and their findings reported. For the analysis of both transactions and service project reports, the evaluators have standardized the reporting time frame, from July 1, 1978 to March 15, 1979; the end point signifies the start of the evaluation site visits.

4. RAP program task priorities are established by ACYF and interpretations and adaptations of these are assumed by individual projects. The evaluator does not set or interpret priorities, but the evaluation is structured to reflect the national program priorities. Consequently, this report emphasizes some tasks over others and the methods for obtaining these findings are so tailored.

5. The evaluation effort is interpreted as a program support. It was conceived by ACYF as an integral part of the program development. The evaluation effort was born with the RAPs and has grown up with it -- simultaneously supportive and providing accountability to the program.

Methodology

RLA's approach to this project has hinged on the use of a small evaluation team with mixed Head Start and program assessment experience. The senior members of this team participated directly in every aspect of the work, including field work and clientele inquiries.

Three sources of information have been used for the evaluation findings: RAP staff, Head Start clientele, and State Education Agency personnel. The principal method of collecting data for the evaluation report was through interviews and comprehensive reviews of RAMIS files at each project site. RLA analysts also conducted a set of telephone inquiries to State Education Agencies across the country, and to a broad sample of Head Start programs in each Region.

The instrumentation and procedures used to conduct the site visits, file reviews, and the telephone interviews are briefly discussed below.

Instrumentation

Four instruments were developed by the evaluation team to collect and organize data gathered from RAP staff, Head Start clients, and SEA users of RAP service. All instruments were developed and used by RLA staff exclusively; an interview guide for RAP site visits, a matrix for recording RAP transactions, a script for telephone inquiries to Head Start program staff, and an interview guide for telephone inquiries to SEA personnel.

The RAP interview guide was organized to collect information on project goals, internal project structure and budget, activities on each of the eleven required tasks, perceptions of project accomplishments, and recommendations.

The transaction matrix was used for a review of RAMIS transaction files; including data on the type of providers of service, the type of transactions, the source of the request and the Head Start requestors' positions, handicapping conditions, and the requestor location by State.

The scripts for both Head Start and SEA telephone inquiries organized information according to client's familiarity with RAP, frequency of contact, type of contact, satisfaction with service, and suggestions for improved service. All instruments were reviewed by ACYF and modified.

Procedure

All site visits were scheduled by telephone and confirmed by letter. The RLA project staff was divided into two teams of two persons, each with Head Start experience, for all field work. A two-day visit to each RAP site was scheduled to interview the staff and review file material. Each team had at least one member who had visited RAPs before.

The evaluators compared the results of telephone inquiries and file reviews with information supplied by RAP staff as a check on the consistency of responses between RAP, Head Start, and SEA personnel. To supplement the interviews, and to verify observations, the field analysts reviewed all transactions and service project reports completed since July 1, 1978.

A series of telephone inquiries of SEAs was conducted to gather data on the RAP task which required RAPs to collaborate with public agencies. Interviews with SEA staff were made in December and June. Prior to the telephone interviews a letter was written explaining the RAP evaluation and the need for SEA participation in the effort. The letter, approved by ACYF, was forwarded to State Education Agency personnel. A telephone script was then developed and submitted to ACYF. Identical procedures were used for the Head Start telephone inquiries. A random sample of programs was drawn for each ACYF Region. The sampled Head Starts received an advance letter explaining the intent of the evaluation and a follow-up letter of thanks after the inquiry was completed.

II. THE RAP PROFILES

The evaluation this year continues to set down brief, separate descriptions of the basic characteristics and operations of each RAP. Each RAP is a separate entity with a history, and perhaps a style, of its own. While our brief project "profiles" for the year cannot begin to do justice to the idiosyncracies and the scope of individual operations of each RAP, they at least call attention to the fact that the evaluation has not lost sight of individual project communities, the problems posed by them, and the distinctive approaches being adopted to solve those problems.

Each Profile states the performance of the subject RAP on a set of indicators. In many instances the performance for a given RAP is compared with findings for the program overall. By so doing, we hope to give the reader a sense of each RAP's unique project configuration and its relationship to the national program. No attempt has been made by the evaluators to rank programs as superior or inferior.

The Profile is organized to report findings on the background of the project, the ACYF regional situation in which the project functions, and the RAP operation and its activities in the 1978-1979 program year. It additionally includes observations representative of accomplishments identified by each RAP itself as well as a summary by the evaluator.

THE NEW ENGLAND RAP

BACKGROUND

Location: 55 Chapel Street, Newton, Massachusetts 02160
Telephone: (617) 969-7100 ext. 245
Funding Sponsor: Education Development Center (EDC)
Staff: Joanne Brady, Director (Directorship changed this year.
Ms. Brady assumed the position in October.)
Francene Rodgers, Director for Massachusetts

Grant/Contract History: EDC is a non-profit corporation specializing in educational studies. During the first two years of RAP there was an in-house association with Project ERIN, a BEH funded HCEEP project. RAP has the support of a loose confederation of BEH funded projects located primarily in the New England area.

Funding Level: \$91,013 (national average, \$97,169). Salary, travel, other costs, and overhead/fringe allocations are comparable with national averages. Overhead/fringe rate is relatively higher, 49 percent of salaries versus national average of 38 percent.

Full-Time Equivalent Staff: 2.5 (national average, 3.43). New England RAP has the third lowest FTE.

FTE Salary: \$16,200 (national average, \$14,634). This is the second highest average FTE salary level.

REGIONAL SITUATION

States Served: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island -- 67,000 square miles, fourth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 1,342

Number of Grantees: 73

ACYF System for Delivery of Handicap Services: Region I supports no special grants or contracts for handicap T/TA. Each state has a State Training Center (STC) which provides the full range of T/TA, including handicap T/TA, on a limited basis to Head Start programs. RAP works closely with STCs; each is represented on the RAP Steering Committee.

RAP OPERATIONS

Top Four Task Priorities:

- Conduct manual conferences
- Provide service/materials to Head Start programs

Conduct needs assessments
Facilitate collaboration

Bottom Two Priorities:

Assist with ACYF Annual Survey
Participate on RAP Task Forces

Needs Assessment Process: Assessments of Head Start handicap needs were conducted in March, 1979 by telephone, primarily with Head Start directors. RAP stressed the importance of contact and review of needs with the directors. Assessments were conducted using a structured interview guide. Assessments of 75 percent of grantees were completed at the time of the evaluation visits. RAP plans to meet all grantees' principal need before the end of the contract year.

Manual Conferences: 8 conferences

- 538 teaching staff were trained, representing 45 percent of the teachers in RAP's region (national average, 28 percent).
- 133 others were in attendance, including Head Start supervisory staff, parents, and others.
- 71 grantees attended, representing 97 percent of all grantees (national average, 88 percent).

User of Providers: 80 providers are catalogued in the file. A priority for RAP this year has been to expand the provider file.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	8 %
Facilitation	6
Training	3
Technical Assistance	12
Service	0
Information	23
Materials	48

Analysis of transactions by type reveals that the New England work load compares similarly with the national distribution, but shows higher percentages for facilitation and technical assistance transactions.

Provider - RAP is the provider in 85 percent of the transactions (89 percent nationally).

Requestor - 60 percent of the transactions identify Head Start requestors; 37 percent are non-Head Start requestors, and three percent do not specify a requestor. This pattern is consistent with the national average.

Handicapping Condition - Eight percent of the transactions identify a handicapping condition; learning disabilities is the most frequently cited.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
Massachusetts	47 %
Connecticut	13
Maine	12
New Hampshire	7
Rhode Island	6
Vermont	5
Other	9
Unknown	1

Almost half of the transactions identify a client in the RAP's home state of Massachusetts.

Service Projects: 38 (national average, 30). Service projects show numerous incidents of specifically designed training and technical assistance events.

Advisory Committee Meetings: In addition to one Advisory Committee, RAP convened one meeting of the Steering Committee which is composed exclusively of Head Start representatives from the six states.

Collaboration: RAP has demonstrated its most effective collaborative work in Maine and Massachusetts. In Maine RAP participates in an implementation grant along with SEA, BEH, STC to develop a long-term training plan for all kindergarten and preschool teachers. In Massachusetts, RAP is working with the state licensing agency, SEA and Head Start to develop common requirements for facilities; RAP sits on the state task force which is testing a newly developed plan for integration of handicapped preschoolers at two sites, one of which is a Head Start program; RAP has been instrumental in making Public Health funded resources available to Head Start programs throughout the state. There have been no signed formal collaborative agreements between Head Starts and SEAs this year.

Task Forces: New England RAP had not formally been assigned to a national task force, but has participated on two. RAP will revise their manual on the Head Start handicapped effort for national replication.

Head Start Directors Meetings: Staff attended two regional directors meetings and two Connecticut state meetings.

RAMIS: RAP has implemented all components of RAMIS except the ELI, replacing it with the standard library system, and the activity reports. One of RAP's goals this year was the implementation of RAMIS consistent with its application by other RAPs.

Head Start Telephone Inquiries:

Average number of types of contacts with each Head Start - 3.5
(3.5 national average)

Satisfaction grade - 3.1 (national average 3.0)

Problems cited - 7 percent of cases (11 percent average)

Manual training - 61 percent teachers trained (34 percent
national average)

Specific benefits cited re RAP - 87 percent (78 percent
national average)

The responses of grantees served by the New England RAP approximate the national averages of all RAPs in average number of types of contacts and in satisfaction. The percentage of teachers trained in mainstreaming conferences is almost double the national average, and specific benefits accrued as a result of RAP's work is the fourth highest among RAPs.

SEA Telephone Inquiries:

Frequency of contact - 1.8 (2.8 national average)

Average number of types of contacts - 4.6 (3.9 national average)

Satisfaction grade - 3.4 (3.2 national average)

Among RAPs, New England has the lowest score on frequency of contacts with State Education Agency personnel, but the satisfaction and average number of types of contacts exceed the national average.

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- Conferences on manuals
- Collaborative work with the State of Massachusetts SEA, Head Start directors, Handicap Coordinators, and the State Children's Office.
- Work with a larger Connecticut grantee on clarification of grantee/ delegate responsibilities in a service system for handicapped children and their families.

Evaluator's Summary:

The new director joined RAP in early October, 1978 and brought to the project a change in direction, while retaining some of the distinctive features exhibited in the first two years of operation. The New England RAP now functions more like its sister projects: RAMIS recording is now consistent with other RAPs; while there is still considerably more on-site training and technical assistance provided to grantees than at other RAPs, it is less than previously offered, and the transaction work load more resembles the national distribution of materials, information, brokerage, training, technical assistance, and facilitation. While collaborative efforts are well received by SEA personnel, there is less frequent contact than in the past, particularly in Vermont, Rhode Island and Connecticut.

The project staff should be credited for the fine job of conducting the mainstreaming conferences, given the short lead time with the new director, the small staff, and the extra work of planning meals at conferences. Grantee representation was among the highest; the percentage of teachers trained was about double the norm, and grantee reception was favorable. Like most RAPs, the conferences dominated the year's activities. At the time of the evaluation site visits, RAP was building its provider file, had operationalized RAMIS (and in so doing visited NYU for an orientation session), had developed a needs assessment process, and were hurrying to meet the major need of each grantee by the end of the year.

The New England RAP has one of the smallest geographic areas to serve, with a relatively low number of grantees, an average budget, a small, but well compensated staff, six separate and highly individualistic state jurisdictions, and little support from ACYF regional contractors.

THE NYU RAP

BACKGROUND

Location: School of Continuing Education
3 Washington Square Village, Suite 1M
New York, New York 10012

Telephone: (212) 598-2144

Funding Sponsor: New York University, New York, New York

Staff: Judy Rothschild, Director
Dinah Heller, Coordinator
Linda Kjerland, Training Instructor

Grant/Contract History: The NYU School of Continuing Education has been involved in Head Start programs since their inception, which has included participation in National ACYF leadership development programs, training in early childhood education, and T/TA to grantees. The Regional Coordinator of Services to the Handicapped (RCSH) is also contracted to NYU, as is the Specialist Service contract which provides T/TA to Region II grantees. NYU has not been a BEH contractor.

Funding Level: \$100,763 (national average, \$97,169). Salary, travel, and other costs are substantially below the national average, necessarily reduced by their overhead/fringe rate which is the highest of all RAPs, 105 percent of salaries versus a national average of 38 percent.

Full-Time Equivalent Staff: 2.45 (national average, 3.43). NYU has the second lowest FTE.

FTE Salary: \$15,169 (national average \$14,634). Salaries compare with the national average, but are lower than two other major urban centers. Salary scales have decreased this year.

REGIONAL SITUATION

States Served: New Jersey, New York, Puerto Rico, Virgin Islands -- 61,000 square miles. Second smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3,815

Number of Grantees: 76

ACYF System for Delivery of Handicap Services: Five RTO's (NYU, Upstate New York, North New Jersey, Puerto Rico, Virgin Islands). These grants and contracts have an identified handicap objective, but no specific sums or person day allocations. A regional coordinator of services to the handicapped (RCSH), a full-time position funded under a region-wide T/TA contract, is contracted to NYU.

RAP OPERATIONS

Top Four Task Priorities: Conduct manual conferences
Provide service/materials to Head Start programs
Facilitate collaboration
Conduct needs assessment

Bottom Two Priorities: Implement RAMIS
Assist with ACYF Annual Survey

Needs Assessment Process: NYU RAP updates an initial assessment they have on file for each grantee each time they canvass grantees, and subsequently enters this census information into the computer system. The RAP uses the T/TA system, Directors' meetings, and phone calls as an informal needs assessment process. Ninety-five percent of grantees' needs assessments were completed.

Manual Conferences: 9 conferences
620 teaching staff trained representing 59 percent of the teachers in RAP's region (38 percent national average). Does not include 900 Puerto Rican teachers.
181 others in attendance, including educational directors, handicap coordinators, managers, RCHS, and Region II Office director.
68 grantees attended, representing 89 percent of all grantees (88 percent national average).

Use of Providers: 346 providers catalogued in file. RAP makes frequent and repeated use of a few selected providers. Only uses those experienced with Head Start and with child development background.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	6 %
Facilitation	1
Training	3
Technical Assistance	9
Service	3
Information	22
Materials	56

Analysis of transactions by type reveals that the NYU workload compares similarly with the national distribution except that NYU is one of three projects that provides more TA than the average.

Provider - RAP is the provider in 92 percent of the transactions (89 percent national average.)

Requestor - 77 percent of the transactions identify Head Start requestors; 23 percent are non-Head Start requestors.

Handicapping Condition - Eighteen percent of the transactions identify a handicapping condition; all 8 handicapping conditions are uniformly cited.

Geographic Distribution: New Jersey-16 percent, New York-72 percent, Puerto Rico-3 percent, Virgin Islands-0 percent, Other-5 percent, Unidentified-4 percent.

Service Projects: 29 (national average 30) Pulled by evaluators from other records. Show numerous instances of manuals and specifically designed training efforts for Head Start programs; also have largest number of projects to develop materials for grantees.

Advisory Committee Meetings: One Advisory Committee meeting held in the fall; a second to be convened in the late spring.

Collaboration: New Jersey SEA this year agreed to pay for diagnostic workups for non-Medicaid children. Not only do New Jersey and New York mention Head Start in state plans, but this year mention RAP as well. RAP was asked to review New York state plan. Are frequently asked to provide training for or make presentations before the SEA in both states. For the first time this year invited to be on Interagency Council for Preschool Handicapped Children.

Task Forces: NYU RAP participated on the ARAMIS Task Force. Exempted from participation on all other task forces because of special tasks assigned, i.e., development of the training guide.

Head Start Directors Meetings: Attended all New York and New Jersey directors meetings.

RAMIS: NYU RAP implements all elements of the RAMIS except service project recordings. RAP additionally maintains a complete correspondence file, and has developed a wall chart activity log, indicating how frequently programs have been contacted each quarter.

ARAMIS: Implemented this year. Grantees currently being entered.

Head Start Telephone Inquiries: Average number of types of contacts-3.3 (3.5 national average).

Satisfaction grade-3.3 (3.0 national average)

Problems cited-13 percent of cases (11 percent national average)

Manual Training - 62 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-77 percent (78 percent national average)

The responses of grantees approximate the national averages for all RAPs except that the percentage of teachers trained is almost doubled.

SEA Telephone Inquiries: Frequency of contact-3.0 (2.8 national average)

Average number of types of contacts-5.0 (3.9 national average)

Satisfaction grade-3.0 (3.2 national average)

NYU RAP sustains an active working relationship with SEAs in their region.

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- Mother of the handicapped child featured in the RAP's videotape has demonstrated increasing confidence in her own strengths and rights. She now travels alone, serves on panels and the Advisory Committee and called the SEA about special funds for her daughter.
- SEA/RAP agreements have increased. New Jersey has offered to pay for diagnostic work for non-Medicaid children and is interested in knowing more about formal SEA/Head Start agreements. New York has asked RAP to sit on the Interagency Council for Preschool Handicapped Children and for training for staff and parents.
- Wrote innovative script for Appalachian pilots for TV. Answered questions live on the program. Now have a reusable product.

Evaluators' Summary:

NYU RAPs major thrust this year has been to train Head Start grantees in the use of the ACYF manuals, and to facilitate this responsibility for their RAP counterparts. The RAP developed the training guide to be used with the manuals, trained other RAPs to be trainers, trained 59 percent of their own teachers, and in addition translated the training guide into Spanish. The excellence of NYU's effort was echoed throughout the RAP community.

NYU RAP is one of the lower staffed RAPs, and given the Director's responsibility for other projects, much of the day to day contact with grantees, work with the computer, and maintaining of RAP files falls to one person.

Although NYU's budget falls in the top quarter, salaries, travel, and other costs are unexpectedly low. This is attributable to the high overhead and fringe rate they must budget each year. NYU is the only remaining University-sponsored RAP showing this high an overhead and fringe rate as a percentage of salaries.

An analysis of NYU RAP transactions showed them to be substantive; the RAP in fact suggested that more room be allotted on the forms to record transactions. They show the second highest activity relating to a specific handicapping condition, and reflect work with all eight impairments.

The RAP feels they have made real progress in their relationships with the New York and New Jersey SEAs, and that both of these agencies now view their relationship with the RAP as mutually beneficial.

This prolific RAP's energy and experience has been a strong resource for sister RAPs. Staff members' clarity about their roles and high sense of responsibility have helped grantees, other resource providers, and other RAPs focus more clearly on their own directions.

THE PUSH RAP

BACKGROUND

Location: 36 Mineral Street, Keyser, West Virginia 26726
Telephone: (304) 788-5160
Funding Sponsor: Mineral County Board of Education
Staff: April Beavers, Director
Jeanne Walton, Coordinator

Grant/Contract History: Project PUSH (Parents Understanding Student Handicaps) is sponsored by a Local Education Agency (LEA). In addition to RAP, Ms. Beavers also directs a BEH-HCEEP project, and the Appalachian Education Council-funded satellite project.

Funding Level: \$87,000 (national average, \$97,169). The budget is lower than average, but because the position of Assistant Coordinator went unfilled for most of the year, and the RAP was not an installation site for ARAMIS, the project had a budget surplus at the year's end. Overhead/fringe rate is among the lowest, leaving adequate allocations for salary, travel and other costs.

Full-Time Equivalent Staff: 3.25 (national average, 3.43) In the second half of the project year, consultants were hired to fill in the staff vacancy.

FTE Salary: \$15,783 (national average, \$14,634) PUSH had the sixth highest average FTE salary level.

REGIONAL SITUATION

States Served: Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia -- 123,000 square miles, ranking eleventh in area.

Estimated Number of Head Start Handicapped Children: 2,880.

Number of Grantees: 112.

ACYF System for Delivery of Handicap Services: Eight RTOs provide general T/TA services of which ten percent is earmarked for the handicap effort. Also a region-wide contractor provides handicap T/TA as one of five required tasks.

RAP OPERATIONS

Top Four Task Priorities:

Provide service and materials and conduct manual conferences (tied)
Facilitate collaboration with public agencies
Attend National RAP meetings

Bottom Two Priorities

Assist with ACYF Annual Survey
Update provider file

Needs Assessment Process: RAP worked cooperatively with the Regional Office and regional subcontractors to develop a functional job assessment (FJA) to be completed by all grantees in the region and to cover all Head Start components. RAP receives the handicap section of FJA and uses this in place of a needs assessment. Assessments of 86 percent of all grantees were completed at the time of the evaluation visit.

Manual Conferences: 7 conferences

384 teaching staff were trained representing 11 percent of the teachers in RAP's region (38 percent national average)
184 others were in attendance, including component staff
118 grantees and delegates attended, representing 77 percent of all grantees (88 percent national average)

Use of Providers: 130 providers catalogued in file.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	10 %
Facilitation	3
Training	7
Technical Assistance	2
Service	1
Information	18
Materials	59

The distribution of the PUSH transactions falls within three percentage points of the national average in all categories except dissemination of information and materials where percentages are the second lowest in the information category and the second highest in the materials category.

Provider: RAP is the provider in 85 percent of the transactions (89 percent national average.)

Requestor: 81 percent of the transactions identify Head Start requestors; 19 percent are non-Head Start requestors. PUSH is more inclined to serve a larger percentage of Head Start programs than other RAPs.

Handicapping Condition: 15 percent of the transactions identify a handicapping condition; speech impairment and learning disabilities are the most frequently cited. A higher percentage of transactions identify a specific handicapping condition relative to other RAPs.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
Pennsylvania	44 %
Maryland	18
West Virginia	17
Virginia	11
District of Columbia	6
Delaware	3
Other	1

Service Projects: 14 (national average 30)

Advisory Committee Meetings: One meeting had been convened at the time of the site visit and one was planned for May.

Collaboration: PUSH has been most effective in collaborative work with the States of West Virginia and Delaware. In the former, PUSH was instrumental in urging a Head Start Task Force to draft an agreement with the SEA and provide the group copies of model agreements. PUSH also provided the SEA with copies of implementation grant proposals when the agency became interested in applying for a grant. RAP is named in the State Plan as "the" major source of information on young handicapped children. The Delaware SEA supplied the RAP conference with all of the trainers, sits on RAP's Advisory Committee, attends all Head Start Directors Meetings. There are yet no formal agreements, but one is in the planning stages in Delaware.

Task Forces: The RAP Director chairs the Task Force on Procedural Plans, the task force is divided into two sections, one responsible for the development of procedural plans and the other, a manual for training Head Start staff on IEPs.

RAMIS: RAP has implemented all components of RAMIS with modifications in the contact log.

Head Start Telephone Inquiries: Average number of types of contacts 3.2 (3.5 national average).

Satisfaction grade 3.0 (3.0 national average)

Problems cited 13 percent of cases (11 percent national average)

Manual Training 14 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-80 percent (78 percent national average)

Head Start telephone responses indicate RAP is performing close to the national norm on most factors, but the percentage of teachers trained is well below the average.

SEA Telephone Inquiries:

Frequency of contact-2.8 (2.8 national average)

Average number of types of contacts-3.5 (3.9 national average)

Satisfaction grade-2.8 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- The functional job assessment (FJA) cooperatively developed with the Regional Office and regional contractors, for the first time, consolidates in one instrument needs assessment information needed by all subcontractors. RAP developed the mental health and handicap components.
- A Head Start program, in need of psychological evaluations, called RAP which in turn identified another Head Start whose staff included a full-time psychologist. The services were exchanged and RAP paid the fee and transportation while the requesting program paid travel and per diem expenses.
- Working with other members of the RAP network, PUSH developed sessions in mainstreaming preschoolers and another session on mainstreaming orthopedically impaired children for satellite presentation to Appalachian states. Questions were telephoned from viewers and answered by a panel of experts. Over 500 participants will receive credit for the workshop.

Evaluator's Summary:

PUSH RAP has a comfortable budget to deliver RAP services to a smaller than average geographic area with a relatively heavy concentration of grantees. The first half of the contract year, staff concentrated on preparing for and conducting the mainstreaming conferences. Unlike most RAPs, PUSH interpreted its contract literally and arranged for conferences to take place in the fall. At all conferences, workshops were offered on six specific handicaps, and seven or eight were offered at some conferences. While 77 percent of all grantees participated in the training, less than 15 percent of the region's teachers were trained.

At the end of its second year, PUSH lost its assistant coordinator. Twice the position was filled, but for various reasons, it remained vacant for the second half of the contract year, placing additional demands on other staff.

PUSH has made notable progress in promoting collaboration with two State Education Agencies. Strong ties have been established in Delaware and West Virginia, with plans developing for more formal agreements.

PUSH approximates the national norm in transactions and the staff has also been involved in a few special projects. PUSH has continued the publication of the SCRAPbook newsletter that is so well received among grantees. Its collaborative work with the Regional Office and the cooperative venture with other RAPs to deliver the satellite mainstreaming workshops stand out as two of its major achievements.

THE CHAPEL HILL RAP

BACKGROUND

Location: Lincoln Center, Merritt Mill Road
Chapel Hill, North Carolina 27514

Telephone: (919) 967-8295

Funding Sponsor: Carboro School District

Staff: Ann Sanford, Director
Trish Mengel, Coordinator
Annette Clyde, Associate Coordinator

Grant/Contract History: The Chapel Hill Training-Outreach Project is sponsored by a Local Education Agency (LEA). It is the recipient of numerous national and regional grants and contracts to provide services and materials for handicapped children. This is one of the original BEH sponsored HCEEP projects under the direction of Anne Sanford, who also directs RAP.

Funding Level: \$99,400 (national average, \$97,169). The Chapel Hill budget is slightly higher than others, but with allowances made for ARAMIS (\$5,400) the overall budget is slightly lower than the norm. Staff salaries and travel expenditures are very close to the national average as are the FTE and salary levels. This RAP ranks twelfth on other costs. And overhead/fringe is high relative to other RAPs.

Full-Time Equivalent Staff: 3.40 (national average, 3.43)

FTE Salary: \$14,160 (national average, \$14,634)

REGIONAL SITUATION

States Served: Florida, Georgia, North Carolina and South Carolina - 191,000 square miles.

Estimated Number of Head Start Handicapped Children: 4,463.

Number of Grantees: 124

ACYF System for Delivery of Handicap Services: Chapel Hill is contracted to the Regional Office to deliver support services to the handicap effort in all eight states of Region IV. Additionally, each state has a State Training Office with one full-time position for a handicap coordinator. Grantees are also clustered into five or six; each group receives funding to support a Specially Funded Cluster Coordinator (SFC).

RAP OPERATIONS

Top Four Task Priorities:

- Facilitate collaboration
- Conduct manual conferences
- Provide service/materials to grantees
- Conduct needs assessments

Bottom Two Priorities:

- Implement RAMIS
- Assist with ACYF Annual Survey

Needs Assessment Process: A design conference is held in the late summer of every year to develop the needs assessment tool and process. The conference was attended by SFCs, STOs, Regional Office and RAP staffs. This year two instruments were developed -- for teachers and for administrative staff. The assessment of needs is conducted on a region-wide basis in the spring and Chapel Hill computerizes the results, returning them to grantee, STO, RAP, and Regional Office. At the time of the evaluation site visit 95 percent of all grantees had been assessed.

Manual Conferences: 10 conferences

- 870 teaching staff trained representing 26 percent of the teachers in RAP's region (38 percent national average)
- 130 others in attendance, including STOs, public school personnel, Head Start administrative and supervisory staff, regional office reps, and CAP directors
- 123 grantees attended representing 99 percent of all grantees (88 percent national average).

Use of Providers: 600 providers catalogued in file. Additionally, RAP has a separate list of 50 providers that is used with frequency.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	8 %
Facilitation	1
Training	8
Technical Assistance	3
Service	1
Information	33
Materials	46

The distribution of the Chapel Hill transactions by type, corresponds closely to the national distribution in every category.

Provider: RAP is the provider in 96 percent of the transactions (89 percent national average).

Requestor: 56 percent of the transactions identify Head Start requestors; 35 percent are non-Head Start requestors.

Handicapping Condition: 3 percent of the transactions identify a handicapping condition. Among RAPs, Chapel Hill is the least likely to identify a specific handicapping condition on transactions.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
North Carolina	29 %
South Carolina	17
Georgia	16
Florida	12
Other	25
Unknown	1

Chapel Hill RAP has an unusually large percent of out-of-region requests, 25 percent, probably owing to its national reputation as a producer and distributor of materials. Many of these need not be recorded as RAP transactions.

Service Projects: 51 (national average 30)

Advisory Committee Meetings: One Advisory Committee meeting had been held in the fall and one was scheduled for the spring. Advisory Committee members make on site visits to Head Start programs.

Collaboration: RAP's most successful collaborative efforts have been with the State of North Carolina where the RAP director has been invited to sit on the SEA Early Childhood Committee for Special Education and has been appointed by the Governor to the State Council on Disabilities. In three of its four states, RAP has presented to SEA-sponsored special ed conferences. Although no formal written agreements have been developed, RAP sees its work as that of a facilitator.

Task Forces: RAP participates on the Task Force to develop models of procedural plans and IEPs.

Head Start Directors Meetings: Attended three Head Start meetings. RAP notes that these vary in composition among the states. RAP attends meetings sponsored by the Head Start Association, CAP Directors and State Association for Young Children depending on the state.

RAMIS: Chapel Hill has modified RAMIS. All project staff, except the director, use the contact log and transaction forms. Service project reporting is abbreviated. The staff do not submit activity reports because they never received information on the system. And transactions are filed by cluster rather than grantee.

ARAMIS: The computer was installed in March and very little information had been entered.

Head Start Telephone Inquiries: Average number of types of contacts - 3.5 (3.5 national average)

Satisfaction grade-3.3 (3.0 national average)

Problems cited-13 percent of cases (11 percent national average)

Manual Training - 43 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-77 percent (78 percent national average)

SEA Telephone Inquiries:

Frequency of contact-2.5 (2.8 national average)

Average number of types of contacts-4.3 (3.9 national average)

Satisfaction grade-3.5 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- Manual Training
- Collaboration activities in South Carolina involving Head Start and a Local Education Agency (LEA). In exchange for LEA presentation on speech and language at the mainstreaming conferences, RAP will train the public school speech therapists on parent involvement. Later in the year, LEA personnel will observe Head Start children, and RAP will visit the LEA to review parent/LEA interactions.
- Media development on PL 94-142 and production of the RAP brochure and slide show with minimal financial support outside of RAP funds.

Evaluator's Summary:

The Chapel Hill RAP serves one of the highest concentrations of grantees and children among RAPs. The regional system for the delivery of handicapped services gives support to RAP's efforts, but also requires close coordination, clear definition of task assignments, and continuing communication. RAP has adapted its activities to serve this network and enjoys a reciprocity among the network members.

At the time of the evaluation site visit, ARAMIS had been installed just over one month and little information had been introduced into the computer. The RAP staff carefully document, perhaps excessively, their activities using RAMIS with some modifications. This RAP had the highest volume of transactions but when distributed into categories, they showed patterns nearly identical to the national averages.

The Chapel Hill reached 99 percent of its grantees with mainstreaming conferences and trained about 1,000 persons including 26 percent of the area's teaching staff.

The RAP is innovative in its approach to conducting the assessment of grantees' needs and using advisory committee members to evaluate RAP activities through on-site visits to Head Start programs. Additionally, the RAP has produced several new media packages this year.

THE NASHVILLE RAP

BACKGROUND

Location: 1101 17th Avenue, South
Nashville, Tennessee 37212

Telephone: (615) 327-2948

Funding Sponsor: The Urban Observatory of Metropolitan Nashville-
University Centers

Staff: Kathryn Horton, Director
Marjean Coddon, Coordinator
Patricia Lockett, Liaison Specialist

Grant/Contract History: The Urban Observatory is a cooperative program composed of several universities in the City of Nashville. (During the first year of RAP, the Nashville RAP was housed at the Bill Wilkerson Hearing and Speech Center, with which the staff had a longstanding relationship. A changeover in Wilkerson leadership brought with it a shift in emphasis from service to research which RAP staff felt to be incompatible with their project.) The RAP is housed with other child development projects, which together are known as the 1101 Group. All 1101 projects are geared for the preschool population, parents and care givers, with a strong emphasis on day care.

Funding Level: \$101,733 (national average, \$97,169). Funding for the Nashville RAP is the 2nd highest of all RAPs. Salary allocations are considerably lower than those at other RAPs. Travel, overhead/fringe rates, and other costs are all among the highest allocations of all RAPs.

Full-Time Equivalent Staff: 3.1 (national average, 3.43) - Nashville RAP has the 5th lowest FTE.

FTE Salary: \$12,833 (national average, \$14,634) - Nashville RAP also has the 5th lowest FTE salary level.

REGIONAL SITUATION

States Served: Alabama, Kentucky and Tennessee -- 132,000 square miles, 6th smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3,803

Number of Grantees: 91

ACYF System for Delivery of Handicap Services: Eight STO's each with a position funded for a state handicap coordinator. A region-wide contractor with exclusive responsibility for handicap services. Forty-one (41) Specially Funded Cluster Coordinators (SFCs) each serving the handicap needs of 5 grantees within the cluster.

RAP OPERATIONS

Top Four Task Priorities:

- Conduct manual conferences
- Provide Head Start service/materials
- Develop provider file
- Facilitate collaboration

Bottom Two Priorities:

- Assist ACYF with Annual Survey
- Implement RAMIS

Needs Assessment Process: None done this year; however, for next year staff have completed a written needs assessment for teachers and one for administrators. Staff have assessed 100 percent of the grantees for next year but technically did not do an assessment of needs for the current year since the last assessment was conducted in July-Dec. 1977 for the 1977-78 program year. In response to directives from the Regional and National offices of ACYF, Nashville RAP this year conformed to the assessment process adopted by the Mississippi and Chapel Hill RAPs. The SFCs work with Head Start directors and handicap coordinators to collect the data which is then collated and sent to the RAP by the SFCs. RAP does supplementary, follow-up calls.

Manual Conferences: 5 conferences

- 870 teaching staff trained representing 50 percent of the teachers in RAP's region (38 percent national average).
- 240 others in attendance, including directors, handicap coordinators, education coordinators, parents and SEA representatives.
- 83 grantees attended, representing 98 percent of all grantees (88 percent national average).

Use of Providers: 341 providers catalogued in file, comparable to the national average of 333.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	6 %
Facilitation	0
Training	4
Technical Assistance	2

Task Forces: Model SEA Agreements -- staff feel that the timing of the assignment (Fall) was bad because of other priority tasks, in particular the manuals workshops.

Head Start Directors Meetings: Attended 3 directors meetings, one in each state.

RAMIS: RAP has implemented all components of RAMIS except ELI. Staff find the activity sheet useful and it serves as a good management system. The contact log is used continually.

ARAMIS: Staff has made limited use of ARAMIS; 12 transactions had been entered at the time of the site visit. RAP sees future advantages -- saves time and paperwork -- but with some mechanical problems.

Head Start Telephone Inquiries: Average number of types of contacts-3.3 (3.5 national average)

Satisfaction grade - 3.1 (3.0 national average)

Problems cited - 10 percent of cases (11 percent national average)

Manual Training - 54 percent teachers trained (34 percent national average); considerably higher than the national average.

Specific benefits cited re RAP - 83 percent (78 percent national average); higher than the national average.

SEA Telephone Inquiries:

Frequency of contact-3.0 (2.8 national average)

Average number of types of contacts-3.3 (3.9 national average); somewhat lower than the national average.

Satisfaction grade - 3.7 (3.2 national average).

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- RAP helped a Head Start program at the request of the SFC to identify a mental health consultant to work with the program (to replace the current consultant whose fees were too high). After many phone calls RAP identified persons with proper credentials. Head Start selected one who by now has begun working with the program.

- RAP helped get the necessary services for two visually impaired children in need of eye surgery.
- RAP assisted in placing a Head Start child with a cleft palate into the proper school setting, where the needed services were met.

Evaluator's Summary:

RAP has made great strides this year. RAP staff used the training conferences to focus their energies and direction. Staff have worked hard this year to become a visible resource for teachers and handicap coordinators in the three state service area. Training, geared toward teachers, has had a very positive effect on Head Start, increasing RAP's viability. The training caused directors and classroom teachers to see the need for more specific training and technical assistance on the handicapping conditions and has resulted in on-going requests from grantees, SFCs and the Regional Office.

RAP utilized the 1101 Group BEH staff in the manuals workshops, without cost to RAP. The working relationship with the BEH staff is a close one. RAP reached 98 percent of their grantees through the manuals workshops and trained 870 teaching staff in five conferences. This represents the third highest number of teaching staff trained.

Transactions are more substantive this year. RAP is the provider in 94 percent of all transactions. RAP developed a follow-up training workshop manual for use by STOs and SFCs to assist with additional training. Staff also developed a guide for SFCs and STOs on how to plan good inservice training.

RAP has attended Head Start Directors meetings in each state.

THE MISSISSIPPI RAP

BACKGROUND

Location: Friends of Children, Cowboy Malone Building
Jackson, Mississippi 39200

Telephone: (601) 362-1541

Funding Sponsor: Chapel Hill Outreach Project, subcontracted
to the Friends of Children CAP

Staff: Anne Sanford, Director
Greg Bryant, Coordinator
Valerie Campbell, Associate Coordinator

Grant/Contract History: This RAP began operations one year later than most of the network. It is the only RAP housed within a Head Start grantee. It is subcontracted to the Chapel Hill Outreach project and both RAPs are directed by Anne Sanford.

Funding Level: \$89,000 (national average \$97,169). Funded at a level relatively lower than most RAPs, the project covers only the State of Mississippi. Funding categories are not disproportionate to those of other RAPs except for travel, which is among the lowest.

Full-Time Equivalent Staff: 3.95 (national average, 3.43) Mississippi has the fifth highest FTE.

FTE Salary: \$12,886 (national average \$14,634) Staff salaries are below the norm, ranking tenth among the RAPs.

REGIONAL SITUATION

States Served: Mississippi-47,000 square miles. The Mississippi RAP has the second smallest geographic area to cover with the highest density of Head Start programs.

Estimated Number of Head Start Handicapped Children: 3,045.

Number of Grantees: 25

ACYF System for Delivery of Handicap Services: Region IV has a regionwide contractor, Chapel Hill Outreach Project, with responsibilities exclusively for handicap services. Each state has a State Training Office with one full-time position for a handicap coordinator. Grantees are also clustered into five or six; each group receives funding to support a Specially Funded Cluster Coordinator (SFC).

RAP OPERATIONS

Top Four Task Priorities:

- Provide services/materials to Head Start programs
- Facilitate collaboration
- Conduct mainstreaming conferences
- Conduct needs assessments

Bottom Two Priorities:

- Develop provider file
- Assist with ACYF Annual Survey

Needs Assessment Process: Mississippi follows the assessment format and process developed by Chapel Hill. One hundred (100) percent of the grantees had completed needs assessments.

Manual Conferences: 8 conferences

- 729 teaching staff trained representing 25 percent of the teachers in RAP's region (38 percent national average).
- 87 others in attendance, including Head Start handicap coordinators, aides, and administrative staff, SEA representatives, parents and representatives from resource providers
- 25 grantees attended, representing 100 percent of all grantees, plus one IMPD program. (88 percent national average).

Use of Providers: 61 providers catalogued in file.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	6 %
Facilitation	3
Training	4
Technical Assistance	6
Service	1
Information	31
Materials	49

The distribution of transactions by type is within two percentage points of the national averages in every category.

Provider: RAP is the provider in 93 percent of the transactions (89 percent national average.)

Requestor: Seventy (70) percent of the transactions identify Head Start requestors; 29 percent are non-Head Start requestors.

Handicapping Condition - 12 percent of the transactions identify a handicapping condition; physical handicaps, speech impairment and mental retardation are the most frequently cited categories.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
Mississippi	93 %
Other	7

Service Projects: 68 (national average 30). Training and various meetings account for most service projects.

Advisory Committee Meetings: Like Chapel Hill, this RAP arranges for site visits to Head Start programs by Advisory Committee members. One meeting had been held in the fall; a second was scheduled for June.

Collaboration: Although no formal agreement has been planned, RAP is responsible for many types of informal collaboration with public agencies. The RAP's Associate Coordinator has received an appointment by the Governor to serve on the SEA Advisory Committee and Head Start is identified in the state plan as one agent for publicizing Child Find. RAP has identified a new resource for diagnostic services, the Learning Resource System, and linked it up with Head Start programs.

Task Forces: This RAP participates on the Task Force to develop model procedural plans for IEPs and is exclusively responsible for work on the latter product.

Head Start Directors Meetings: Attended two directors meetings.

RAMIS: RAP has implemented all components of RAMIS except for the activity reports about which it never received any information. Lists of materials were used rather than ELI abstracts.

Head Start Telephone Inquiries: Average number of types of contacts - 5.0 (3.5 national average).

Satisfaction grade-3.6 (3.0 national average)

Problems cited-0 percent of cases (11 percent national average)

Manual Training-37 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-96 percent (78 national average)

Head Start telephone interviews reflect most favorably upon RAP's work. The average number of types of contacts, satisfaction, and cited benefits are among the highest ratings of any RAP and no problems were cited by any respondents.

SEA Telephone Inquiries:

Frequency of contact-2.0 (2.8 national average)

Average number of types of contacts-5.0 (3.9 national average)

Satisfaction grade-3.0 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- RAP's appointment to the Governor's Advisory Committee on Special Education
- IEP and manual training
- RAP assisted the Regional Office with the development of a SAVI for the handicap effort.

Evaluator's Summary:

In less than two years, this RAP is fully competitive with other members of the network. The RAP is well established within a respected Head Start grantee whose Director is an elected officer of the Directors' Association in Mississippi. Sponsorship, under the tutelage of Chapel Hill and affiliation with Friends of Children has given this RAP a strong footing. Although it serves only one state, Mississippi has by far the highest concentration of Head Start children of any state in the nation.

The RAP has undertaken two massive training endeavors this year. As an outgrowth of a plan begun last program year, the RAP developed and conducted IEP training for all of the grantees. In the fall RAP conducted 23 training sessions around the state and trained over 1,600 staff, of which about 1,500 were teachers and aides. In the winter eight mainstreaming conferences were conducted.

The RAP is extremely well received by its Head Start clientele who indicated that they were well satisfied with RAP's numerous and varied activities which yielded specific benefits to 93 percent of the interviewed respondents; no problems were identified. The SEA respondent was also satisfied, but relative to other SEAs, this one is less frequently contacted.

The RAP staff have been active participants on their task force assignment and assisted the Regional Office with the development of a handicap SAVI.

The RAP's greatest satisfaction this year has been the appointment of its Associate Coordinator to the Governor's Committee on Special Education. While no formal agreements have been developed between Head Start and the SEA, RAP is increasingly recognized by various providers as a resource for young handicapped children.

THE UNIVERSITY OF ILLINOIS RAP

BACKGROUND

Location: 403 East Healey, Champaign, Illinois 61820
Telephone: (217) 333-3876
Funding Sponsor: University of Illinois
Staff: Merle B. Karnes, Director
Marjorie Lee, Coordinator
Jane Amundson, Information Specialist
Sara Taber, Information Specialist
Cherie Meulendyk, Service Provider Specialist
Debbie Herron, ELI Specialist

Grant/Contract History: RAP is sponsored by the University of Illinois Institute for Child Development and Behavior. It is housed along with other institute projects at the Colonel Wolfe Preschool which serves exceptional children. Dr. Karnes brings to the RAP project years of outstanding, professional experience. PEECH is one of the original HCEEP projects and is now a validated model. RAP has access to all of the university's BEH project materials and staff for purposes of consultation.

Funding Level: \$93,000 (national average, \$97,169), which is below the national average. Travel and other costs rank high compared to the national average. Salaries and overhead/fringe rates ranks fairly low, with overhead/fringe rate the second lowest compared to the national average.

Full-Time Equivalent Staff: 3.9 (national average, 3.43); ranks near the middle of all RAPs.

FTE Salary: \$10,195 (national average, \$14,634) - the lowest FTE.

REGIONAL SITUATION

States Served: Illinois, Indiana, Ohio -- 132,000 square miles, the sixth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3,570

Number of Grantees: 117

ACYF System for Delivery of Handicap Services: Six state advocates are funded to facilitate the cooperation between Head Start and SEAs and to improve special education services to Head Start handicapped children.

RAP OPERATIONS

Top Four Task Priorities:

- Provide Head Start services/materials
- Conduct needs assessments
- Conduct manuals conferences
- Facilitate collaboration

Bottom Two Priorities:

- Participate on Task Forces
- Assist ACYF with the Annual Survey

Needs Assessment Process: RAP completed 60 percent of its needs assessments. The process was begun in the spring with a follow-up in the fall for programs not responding to the initial mailings. A needs assessment form, cover letter, and self-addressed, stamped envelope, were sent to all grantees. The first telephone canvass and evaluation forms at workshops also included questions about the needs of the program.

Manual Conferences: 9 conferences

- 1,143 teaching staff trained representing 21 percent of the teachers in RAP's region (38 percent national average).
- 529 others in attendance, including education, social services, and parent involvement coordinators, speech therapists and pathologists; nutritionists, bus drivers, and directors.
- 105 grantees attended representing 90 percent of all grantees (88 percent national average).

Use of Providers: 902 providers catalogued in file. RAP has the greatest number of providers in their files among RAPs. Staff are in the process of computerizing the resource provider file.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	24 %
Facilitation	2
Training	9
Technical Assistance	4
Service	1
Information	17
Materials	43

Analysis of transactions by type reveals that the University of Illinois RAP has by far the highest percentage of brokerage transactions and a slightly higher percentage of training transactions. The percentage of information transactions is the lowest among RAPs. Other categories are comparable with the national distribution.

Provider - RAP is the provider in 76 percent of the transactions (89 percent national average).

Requestor - 86 percent of the transactions, the highest relative to other RAPs, identify Head Start requestors; 14 percent are non-Head Start requestors.

Handicapping Condition - 15 percent of the transactions identify a handicapping condition; speech impairment and physical handicaps are the most frequently cited.

Geographic Distribution: 40 percent of the transactions recorded by the evaluators were from Ohio, 35 percent from Illinois and 23 percent from Indiana. The remaining two percent were from other states.

Service Projects: 13 (30 national average), primarily for training on the mainstreaming manuals.

Advisory Committee Meetings: RAP has one of the largest Advisory Committees, with 24 members, representing all required categories for membership. SEAs are represented from all three states. At the time of the site visit two meetings had been held and an additional one was scheduled for a later date. The Advisory Committee offered RAP assistance on revising the needs assessment form.

Collaboration: Ground work for collaborative agreements in Illinois and Ohio has been done mostly by the handicap advocates. Little has been accomplished in Indiana because state legislation is permissive and does not include five year olds. The Ohio agreement will outline special education services (not funds) which will also be available to Head Starts from public schools. Illinois will work closer with Head Start in responding to the PL 94-142 requirements for parental involvement. Incentive grant monies in Illinois will be provided for Head Start personnel to attend training offered to LEAs. RAP has assisted in a collaborative effort with the Parent Information Resource Center in Indianapolis where Head Start has been included on the Advisory Committee. Through RAP efforts, training and free services have been made available to Head Start through the Ball State University Home Learning Center outreach program, and the Cleveland and Indianapolis National Diffusion Programs, and the Illinois Council of Learning Disabilities.

Task Forces: RAP participates on two Task Forces, to develop a resource directory for new Head Start directors and ARAMIS.

Head Start Directors Meetings: Attended five directors meetings, two in Illinois, two in Ohio and one in Indiana. RAP is always on each agenda and receives all mailings.

RAMIS: RAP has implemented all components of RAMIS. Staff have developed their own contact log. At the time of the site visit 340 entries had been abstracted for ELI in 13 categories.

ARAMIS: RAP had inserted 12 transactions into ARAMIS at the time of the site visit and 126 providers. Although some bugs have yet to be worked out, RAP feels ARAMIS is a time saver.

Head Start Telephone Inquiries: Average number of types of contacts-2.8 (3.5 national average).

Satisfaction grade - 2.9 (3.0 national average)

Problems cited - 3 percent of cases (11 percent national average)

Manual Training - 27 percent teachers trained (34 percent national average)

Specific benefits cited re RAP - 63 percent (78 percent national average)

SEA Telephone Inquiries:

Frequency of contact - 3.3 (2.8 national average)

Average number of types of contacts - 3.0 (3.9 national average)

Satisfaction grade - 2.7 (3.2 national average)

RAP stays in frequent touch with SEAs, satisfaction here is the lowest among RAPs.

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- RAP assisted the parents of a 3 year old brain damaged child in getting a conclusive, good diagnosis.
- RAP assisted an Indiana Head Start program to determine their responsibilities and resources for a child suspected of neglect by parents who were themselves mentally retarded. RAP researched the rights and duties of the Head Start program. The child was placed temporarily in a foster home until a determination can be made about what action should be taken.
- RAP responded to the request of SEAs in Ohio and Indiana to do a census by state and county of Head Start handicapped children to project how many Head Start children will be entering public schools as five year olds in the fall.

Evaluator's Summary:

This year's training effort has rendered the University of Illinois a more visible and more accessible resource to Head Start programs in Region V. RAP staff's use of their own expertise in the training setting, and their enlistment of part-time staff as ELI and resource provider file specialists are demonstrating their commitment to increased service, training, and matching of resources to grantee needs. The RAP is able to maximize its strength by drawing upon other projects housed at the Colonel Wolfe Preschool.

Two significant changes have affected the RAP's service load and its ability to deliver service this year. RAP is, for the first time, able to serve Chicago delegates directly without first having to go through their grantees. Also this year, the university-sponsored RAP project's overhead rate was lowered as its service load shifted significantly into training, allowing more money in other budget categories, and increasing staff salaries.

RAP reached the largest number of Head Start teaching staff through its training effort (1,143 teachers and teacher aides); this is 21 percent of the 4,486 teaching staff they hope to train eventually. The University of Illinois also has the largest number of resource providers catalogued in their provider file. This RAP uses third-party providers extensively. They are in the process of entering them, as well as an initial number of transactions, into ARAMIS, and will work through the summer to complete their entries. All transactions are completed within one month, thereby eliminating the suspense transaction file.

Region V advocates are primarily responsible for collaborative work with SEA's. The University of Illinois RAP has cooperated with the advocate in Indiana and advocates into Ohio and Illinois to, respectively, draft and formalize Head Start/SEA agreements.

The RAP staff has been responsive to a wide variety of Head Start program needs; disseminating a state plan study sheet to grantees, compiling a Nutritional Snack Cookbook, and inviting programs to look at how to do better what they are already doing rather focusing on weaknesses.

THE PORTAGE RAP

BACKGROUND

Location: 412 E. Slifer Street,
Post Office Box 564,
Portage, WI. 53901

Telephone: (608) 742-5342

Funding Sponsor: Portage Project

Staff: David Shearer, Director
Kris Hansen, Co-Director
Mary Egan, Resource Specialist
Neil Scortinghaus, Evaluation Specialist
Kathy Stauber, Resource Specialist

Grant/Contract History: The Portage Project is part of a CESA agency, one of several agencies authorized by the state of Wisconsin to handle grants and contracts and provide data processing, psychologists, joint purchasing services and other facilities while they promote cooperative shared ventures for schools and other educational agencies. The Portage Project is a HCEEP project and has one of the validated models. It is well-known as the developer of a home-based model for handicapped children.

Funding Level: \$98,591 (national average, \$97,169). Total salaries are relatively higher than national overall (top 25%); travel and overhead/fringe rate comparable; "other costs" substantially lower and second from the bottom.

Full-Time Equivalent Staff: 4.75 (national average, 3.43). Portage RAP has the highest FTE.

FTE Salary: \$11,864 (national average, \$14,634). Portage RAP has the second lowest average FTE salary level.

REGIONAL SITUATION

States Served: Michigan, Minnesota, Wisconsin -- 190,000 square miles.

Estimated Number of Head Start Handicapped Children: 1,956

Number of Grantees: 83

ACYF System for Delivery of Handicap Services: The ACYF Region V funds three State Advocates to facilitate the cooperation between Head Start and State Education Agencies to improve special education services to Head Start handicapped children.

RAP OPERATIONS

Top Four Task Priorities:

- Conduct needs assessment
- Provide service/materials to Head Start programs
- Conduct manual conferences
- Facilitate collaboration

Last three tasks listed above are of equal priority to Portage RAP.

Bottom Two Priorities:

- Attend Head Start Association Meetings
- Assist with ACYF Annual Survey

Needs Assessment Process: RAP used fall workshops and canvass calls to alert programs that needs assessments were being sent. By December one-third had been returned. Most of the rest were returned between January and March at training workshops. RAP called programs from whom they had not received needs assessments, and maintained their 100 percent return record of last year. Portage RAP developed a separate needs assessment for teachers.

Manual Conferences: 9 conferences

595 teaching staff trained representing 29 percent of the teachers in RAP's region (38 percent national average).

144 others in attendance, including handicap coordinators, directors, parents, advocates, SEA representatives.

72 grantees attended, representing 87 percent of all grantees (88 percent national average).

Use of Providers: 450 providers catalogued in file. Portage is proceeding to computerize resource files. The RAP evaluates providers by calling Head Start programs to solicit feedback after service has been rendered.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	8 %
Facilitation	0
Training	4
Technical Assistance	3
Service	6
Information	31
Materials	54

Analysis of transactions by type reveal that the Portage workload is slightly lower in the areas of facilitation and direct service to children but shows slightly higher percentages of information and materials than the national average.

Handicapping Condition - 12 percent of the transactions identify a handicapping condition; physical and health impairments are the most frequently cited.

Geographic Distribution: Wisconsin - 52 percent; Michigan - 21 percent; Minnesota - 23 percent; Other - 3 percent; Unidentified - 1 percent. More than half of the transactions identify a client in the RAP's home state of Wisconsin.

Service Projects: 22 (national average 30). This RAP tends toward conservative recording of service projects.

Advisory Committee Meetings: The RAP held two Advisory Committee meetings, and hoped to hold a third later in the spring, funds permitting.

Collaboration: Portage RAP cooperates closely with the State Advocates in Region V who have primary responsibility for facilitating collaboration. In Wisconsin a draft agreement has been formalized. Minnesota is on its way to working out a draft, receiving much of the direction from the grass roots level. The RAP facilitated a first meeting between the Michigan Advocate and SEA, who now hold monthly meetings and are working toward a state agreement.

Task Forces: The RAP worked on the task force to develop a Resource Directory for Head Start Handicap Coordinators and Directors, and the ARAMIS task force.

Head Start Directors Meetings: Attended two directors meetings in each of three states, and planned to attend three more in the spring.

RAMIS: Although Portage RAP has moved to the ARAMIS system, they maintain the RAMIS contact log to document RAP calls for the Portage Project.

ARAMIS: ARAMIS has been a positive experience for Portage RAP. Although they first transcribe transactions manually, they are becoming more confident about working directly from phone to machine. All transactions and resource providers are being put on the computer.

Head Start Telephone Inquiries: Average number of types of contacts-4.8 (3.5 national average).

Satisfaction grade-3.4 (3.0 national average)

Problems cited-3 percent of cases (11 percent national average)

Manual Training-35 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-79 percent (78 percent national average)

The RAP sustains an active rapport and involvement with grantees and enjoys the third highest satisfaction grade.

SEA Telephone Inquiries:

Frequency of contact-2.7 (2.8 national average)

Average number of types of contacts-5.7 (3.9 national average)

Satisfaction grade-3.3 (3.2 national average)

Similarly, they are very involved with SEAs in their three states.

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- The RAP frequently acts as a clearinghouse for Head Start programs giving them information on how other programs have solved problems, e.g., questions on whether an IEP should be written for every child, and how to clarify and break down the process for teachers.
- RAP is working with Westinghouse on guidelines for improving the mental health component, compiling ideas for children on adjustment and sensitivities to mainstreaming. RAP is sending sample curricula, etc.
- RAP was the first contact for assistance by a program in Wisconsin which has enrolled a blind child. RAP assisted in providing names of consultants, materials, and information.

Evaluator's Summary:

Portage RAP's fine standing for three successive years deserves mention. They have consistently received high marks from clients, SEAs and colleagues, and meet their numerous responsibilities without a great deal of fanfare or wasted motion.

The RAP's high FTE number and low FTE salary reflect an effort to share responsibility for maintaining close rapport with users among several staff members, but also includes budgeted part-time staff not always used. Nevertheless, their commitment to maintaining close rapport with clients is corroborated by a higher than average contact record and satisfaction grade received from Head Starts and SEAs.

The square mile area, numbers of handicapped children, and numbers of teachers and grantees Portage RAP serves are not significantly higher or significantly lower than the other RAP service areas. While primary responsibility for SEA collaboration rests with the State Handicap Advocates, RAP staff have maintained an active and visible posture in facilitating communication and contributing their own experience and resources. They have remained true to both original and evolving intents of the RAP program, linking Head Starts with other Head Starts and local community resources whenever possible, and keeping their focus clearly on Head Start users. The RAP has valued their contact with teachers this year and devised and implemented a needs assessment specifically for teachers.

In short, Portage RAP has grown into a program that is sound; staff are confident, do their job well, and look toward alternative approaches to service delivery.

THE REGION VI RAP

BACKGROUND

Location: Texas Tech University, Box 4170
Lubbock, Texas 79409

Telephone: (806) 742-3296

Funding Sponsor: Texas Tech University

Staff: Mary Tom Riley, Director
Evelyn Klesel, Coordinator
James Mitchell, Education Specialist

Grant/Contract History: The Region VI RAP was previously awarded to the Vista Largo project at the Bernadillo Mental Health/Mental Retardation Center. This year Texas Tech won the award. The RAP is new, but the region has been served by a RAP since the beginning of the program.

Texas Tech is an established provider of services to Head Start and to handicapped children. Dr. Riley directs six grants and contracts funded by national and regional sources. Project LINK 1, an HCEEP project, is a home-based model for handicapped children 0-3 years; LINK 2 cooperatively sponsored by ACYF and BEH adapts the curriculum for a Head Start consortia in Texas; the Regional Office also funds the West Texas Regional Training Office and LATON, a training program for parents of handicapped children, and finally, there is a child abuse and neglect contract. The RAP sponsor's reputation and familiarity with the operations of Head Start in Region VI have greatly facilitated a smooth transition between contractors.

Funding Level: \$86,438 (national average \$97,169). This RAP ranks fourteenth in overall budget. Travel allocation is the second highest among RAPs, due to the expansive territory in the five-state region. Other costs are above average, but salary allocation is among the lowest, ranking twelfth. A relatively modest overhead/fringe rate permits reasonable allowances for budget line items.

Full-Time Equivalent Staff: 3.13 (national average, 3.43) Region VI RAP ranks tenth in FTE.

FTE Salary: \$12,500 (national average, \$14,634) The level of staff salaries is among the lowest, ranking twelfth.

REGIONAL SITUATION

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas - 561,000 square miles, the third largest land area.

Estimated Number of Head Start Handicapped Children: 5,351.

Number of Grantees: 162. Region VI RAP serves the greatest number of Head Starts.

ACYF System for Delivery of Handicap Services: Region VI funds eight RTOs each with a position for a Handicap Coordinator. Each state has one Regional Resource Development Project to identify resources for handicapped children and pass along the information to Head Start programs. LATON, developed by Texas Tech, offers training to parents of handicapped children on a region-wide basis. Thirty consortia are funded to maximize the use of resources for five member Head Start grantees in each cluster.

RAP OPERATIONS

Top Four Task Priorities:

- Provide services/materials to Head Start programs
- Attend Head Start Association meetings
- Facilitate collaboration
- Conduct grantee needs assessments

Bottom Two Priorities:

- Attend national RAP meetings
- Assist with the ACYF Annual Survey

Needs Assessment Process: Using the Chapel Hill needs assessment process as a guide, RAP developed an assessment form and distributed it to grantees through STOs and consortia lead grantees in the late fall. At the time of the evaluation site visit, 50 percent had been returned.

Manual Conferences: 8 conferences

- 756 teaching staff trained representing 18 percent of the teachers in RAP's region (38 percent national average)
- 225 others in attendance, including aides, administrators and component staff.
- 147 grantees attended, representing 91 percent of all grantees (88 percent national average)

User of Providers: 64 providers catalogued in file.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	6 %
Facilitation	6
Training	5
Technical Assistance	2
Service	3
Information	35
Materials	43

Provider - RAP is the provider in 94 percent of the transactions (89 percent national average.)

Requestor - 65 percent of the transactions identify Head Start requestors; 35 percent are non-Head Start requestors.

Handicapping Condition - 9 percent of the transactions identify a handicapping condition; speech impairment is the most frequently cited.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
Texas	57 %
Louisiana	13
New Mexico	11
Oklahoma	10
Arkansas	3
Other	6

Service Projects: 25 (national average 30)

Advisory Committee Meetings: RAP has conducted one meeting and scheduled one for the beginning of May.

Collaboration: RAP concentrated its efforts on developing formal collaborative agreements between SEAs and Head Start early in the year. At the time of the evaluation site visit, Texas and Louisiana agreements were almost finalized. Oklahoma and Arkansas agreements were in draft stages.

Task Forces: Region VI RAP sits on the Task Force on Model State Agreements.

Head Start Directors Meetings: Attended 5 directors meetings. RAP ranked this task second in importance.

RAMIS: The RAP coordinator visited the Region VII RAP to learn the RAMIS system. All components of the system have been implemented except for the activity reports, about which RAP never received notification.

Head Start Telephone Inquiries: Average number of types of contacts-2.0 (3.5 national average).

Satisfaction grade-3.2 (3.0 national average)

Problems cited-7 percent of cases (11 percent national average)

Manuals Training - 24 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-67 percent (78 national average)

SEA Telephone Inquiries:

Frequency of contact-3.0 (2.8 national average)

Average number of types of contacts-3.5 (3.9 national average)

Satisfaction grade-3.5 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- SEA collaborative agreements with Texas and Louisiana
- Manual training
- Several consortia and Head Start directors requested information on IEPs. RAP was able to send a number of samples which were very well received by the requestors.

Evaluator's Summary:

This RAP, having started up three years behind most projects, is fully competitive with the network members. Given one of the smallest budgets, one of the largest geographic areas, with the highest number of grantees and handicapped children, and a complex system set up by Region VI for the delivery of handicap services, the RAP must be complemented for its performance this year. Its progress in formalizing agreements with SEAs is not surpassed by any RAP. Manual training sessions were conducted in the Spring and almost 1,000 persons were trained region-wide, although the percentage of teachers trained fell short of the 34 percent mark set by ACYF.

All tasks are being addressed in orderly fashion. The RAMIS system was put in place after the coordinator visited neighboring Region VII RAP for training. Provider files are in the rudimentary stages of development. Newsletters, task force activities, and advisory meetings are proceeding on schedule. The needs assessment process could probably be refined next year to produce a higher return rate. And RAP staff expressed a need for more accurate grantee mailing lists.

This RAP has made the transition between contractors a smooth one. The project director oversees several related national and regional contracts and is President of the National Friends of Head Start Association.

THE REGION VII RAP

BACKGROUND

Location: Children's Rehabilitation Unit
University of Kansas Medical Center
39th & Rainbow Blvd., Kansas City, Ks. 66103

Telephone: (913) 588-5961

Funding Sponsor: The University of Kansas

Staff: Nancy Peterson, Co-Director
Earl Butterfield, Acting Co-Director
LeAnne McKelvey, Associate Coordinator
Kathleen Sullivan, Associate Coordinator
Mary Brotherson, Associate Coordinator

Grant/Contract History: RAP is co-sponsored by the University of Kansas Medical Center and the Department of Special Education, hence the co-directorship. The University has been the recipient of various BEH funded projects and was formerly funded by Region VII ACYF for statewide training for the handicapped effort.

Funding Level: \$96,700 (national average, \$97,169). RAP ranks seventh in order of overall funding. The overhead/fringe rate is the second highest, leaving travel, staff, and other costs allocations below average, especially travel.

Full-Time Equivalent Staff: 3.6 (national average, 3.43)

FTE Salary: \$12,300 (national average, \$14,634) Staff salaries are below the norm. RAP ranks thirteenth on this factor.

REGIONAL SITUATION

States Served: Iowa, Kansas, Missouri, Nebraska - 285,000 square miles, the fifth largest geographic service area.

Estimated Number of Head Start Handicapped Children: 2,500

Number of Grantees: 66

ACYF System for Delivery of Handicap Services: Region VII has a full-time Regional Handicap Coordinator under a contract for general Head Start T/TA services.

RAP OPERATIONS

Top Four Task Priorities:

Provide service/materials to Head Start programs

Conduct mainstreaming conferences
Facilitate collaboration
Attend Head Start Association meetings

Bottom Two Priorities:

Conduct Advisory Committee meetings
Assist with ACYF Annual Survey

Needs Assessment Process: The assessments of grantees' needs are conducted in September by telephone, using a standard form to collect the information. Eighty (80) percent of the grantees had been assessed.

Manual Conferences: 39 conferences
960 teaching staff trained representing 95 percent of the teachers in RAP's region (38 percent national average).
313 others in attendance, including component coordinators and parents.
61 grantees attended, representing 90 percent of all grantees (88 percent national average).

Region VII mounted an effort to train all teachers in the region and adjusted the task accordingly. Thirty-nine one day sessions or institutes were conducted on site. Grantees in three states were clustered. Two manuals were used to illustrate the mainstreaming "process" and conference material was individualized to the needs of the host site.

Use of Providers: 618 providers catalogued in file.

Transaction Analysis:

Type	Percentage
Brokerage	4 %
Facilitation	2
Training	2
Technical Assistance	5
Service	0
Information	38
Materials	49

This RAP shows a substantially higher percentage of information type requests relative to the norm of 29 percent. Other distributions by type are consistent with the national average.

Provider: RAP is the provider in 96 percent of the transactions (89 percent national average.) This RAP ranks first on this factor.

Requestor: 56 percent of the transactions identify Head Start requestors; 43 percent are non-Head Start requestors.

Handicapping Condition: 6 percent of the transactions identify a handicapping condition. Region VII is one of the least likely RAPs to identify specific handicapping conditions.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
Kansas	34 %
Missouri	29
Nebraska	16
Iowa	6
Other	15

Service Projects: 45 (national average 30)

Advisory Committee Meetings: Two Advisory Committee meetings have been held.

Collaboration: RAP did not develop any formal agreements with SEAs this year, but did maintain those drawn up last year. In addition, RAP has many collaborative efforts to its credit. In Nebraska, RAP co-sponsored a two day conference with LEAs to explain the new law and to draw up model work plans. In Kansas, RAP sits on the Committee on Interagency Coordination.

Task Forces: RAP sits on two Task Forces, State Agreements and ARAMIS.

Head Start Directors Meetings: Attended four directors meetings.

RAMIS: RAP has implemented all components of RAMIS except the Activities Reports and ELI. The project maintains a materials bibliography which it prefers over ELI.

ARAMIS: The computer was installed in January, but due to the staff's heavy training schedule and numerous technical difficulties, little information had been entered at the time of the evaluation visit.

Head Start Telephone Inquiries: Average number of types of contacts-3.8 (3.5 national average)

Satisfaction grade-2.9 (3.0 national average)

Problems cited-10 percent of cases (11 percent national average)

Manual Training-74 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-90 percent (78 national average)

SEA Telephone Inquiries:

Frequency of contact-3.0 (2.8 national average)

Average number of types of contacts-3.8 (3.9 national average)

Satisfaction grade-3.5 (3.2 national average)

THE MILE HIGH RAP

BACKGROUND

Location: 8000 E. Girard, Hampden E.I., Rm 411, Denver Co. 80231
Telephone: (303) 750-1795
Funding Sponsor: Mile High Consortium
Staff: Diana Pefley, Director
Sheila Wolfe, Training Resource Coordinator
Rebecca Cook, Resource Trainer
Nancy Green, Resource Trainer
Cathy Healey, Resource Trainer
Gayle Downen, Resource Center Coordinator

Grant/Contact History: The Mile High Day Care Center is the sponsoring agency for RAP. Under its sponsorship the Mile High Consortium was established as an umbrella for the administration of the Mile High RAP and HCEEP training projects, both of which are directed by Diana Pefley. Most other staff also divide their time between the two projects.

Funding Level: \$100,000 (national average, \$97,169). Salaries are relatively higher (top 25%); overhead and fringe rate relatively low, 26 percent of salaries versus 38 percent. Other costs and travel comparable with national averages even though geographical service area is second largest.

Full-Time Equivalent Staff: 4.55 (national average, 3.43). Mile High RAP has the fourth highest FTE.

FTE Salary: \$15,788 (national average, \$14,634). FTE salary level comparable with the national average. Mile High RAP shows the greatest increase in salary scale this year.

REGIONAL SITUATION

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming -- 574,000 square miles; second largest geographic area.

Estimated Number of Head Start Handicapped Children: 909

Number of Grantees: 55

ACYF System for Delivery of Handicap Services: A region-wide general T/TA contractor with handicap responsibilities is funded by ACYF Region VIII.

RAP OPERATIONS

Top Four Task Priorities:

- Provide service/materials to Head Start programs
- Facilitate collaboration
- Attend RAP meeting
- Establish and conduct Advisory Committee meetings

Mile High sees these tasks as essential groundwork for all other tasks.

Bottom Two Priorities:

- Implement RAMIS
- Conduct ACYF Annual Survey

Needs Assessment Process: RAP sends out a short form with cover letter inviting grantees to use the inquiry as an assessment of program strengths and a jumping off point for in-service training. RAP follows up with telephone interview, guided by a form which "prompts" and "expands" discussion and helps program organize its own plan. After RAP has completed assessment, it sends the grantee a written "Resource Plan" and samples of appropriate tools. RAP has assessed 91 percent of all grantees' needs.

Manual Conferences: 6 conferences

275 teaching staff trained representing 30 percent of the teachers in RAP's region (38 percent national average).

130 others in attendance, including handicap coordinators, and other component staff.

48 grantees attended, representing 87 percent of all grantees (88 percent national average).

Use of Providers: 281 providers catalogued in file. Providers are scarce, and RAP does not use them unless services are free.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	5 %
Facilitation	1
Training	3
Technical Assistance	7
Service	0
Information	35
Materials	49

Analysis of transactions by type reveals that Mile High workload compares similarly with the national distribution, but shows a slightly higher percentage of information sharing.

Provider - RAP is the provider in 93 percent of the transactions (89 percent national average.)

Requestor - 68 percent of the transactions identify Head Start requestors; 31 percent are non-Head Start requestors, and 1 percent do not specify a requestor. This pattern is consistent with the national average.

Handicapping Condition - 12 percent of the transactions identify a handicapping condition; physically handicapped is the most frequently cited.

Geographic Distribution: Colorado-62 percent; Montana-14 percent; North Dakota-7 percent; South Dakota-6 percent; Utah-3 percent; Wyoming-5 percent. More than half of requests originate in home state.

Service Projects: 29 (national average 30). Mile High is one of two RAPs characterized by the largest amount of specifically requested training and technical assistance activities.

Advisory Committee Meetings: Advisory Committee voted to hold two meetings this year. This year emphasis placed on SEA membership; next year emphasis will be on UAF membership.

Collaboration: RAP has facilitated a collaborative agreement among five Boulder community agencies to provide services to handicapped children, a Head Start agreement in Longmont, Colorado, and joint staffings and child study teams in Great Falls, Montana. An interagency collaboration is in draft in Montana, as well as North Dakota. The RAP also initiated contact with all public school special education directors in North Dakota and has introduced the idea of dual placement in that state.

Task Forces: Mile High served on the Model SEA/Head Start Agreement Task Force. Task Force members gathered model draft agreements into a booklet that was compiled by the Mile High RAP.

Head Start Directors Meetings: Attended four directors meetings, and used these meetings to orient directors to manuals and upcoming training for teachers.

RAMIS: RAP has implemented all components of RAMIS except ELI. The activity report form covers lower wall in office entrance hall for easy reference. RAP codes providers by location, and the area which they serve, as well as what service they provide; this information is contained in a provider location file box.

Head Start Telephone Inquiries: Average number of types of contacts-3.8 (3.5 national average)

Satisfaction grade-2.9 (3.0 national average)

Problems cited-37 percent of cases (11 percent national average)

Manual Training - 32 percent teachers trained (34 percent national average)

Specific benefits cited re RAP-77 percent (78 percent national average)

Satisfaction grade is slightly lower than national average, and the third lowest among RAPs. Incidence of problems cited among Head Start respondents was 37 percent, the second highest percentage. Slightly lower percentage of teachers trained may reflect failure to recognize training as manuals training because manuals were mailed separately to programs and not distributed at workshops.

SEA Telephone Inquiries:

Frequency of contact-3.5 (2.8 national average)

Average number of types of contacts-4.0 (3.9 national average)

Satisfaction grade-3.0 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- Over a period of 3 years RAP has altered a Montana teacher's attitude from reluctance to do classroom and individual assessments to enthusiastic recognition of developmental assessments as a necessary and functional tool.
- The South Dakota SEA representative, inspired by participation on the RAP Advisory Board, has written an SEA/ACYF agreement. It has been sent to LEAS throughout the state and awaits ACYF signature. Out of that same Advisory Board has come a community collaborative agreement.
- The manuals workshops held in Montana and Utah were the first time handicapped coordinators in each of those states had met together; RAP facilitated a special session for them. Montana hopes to set up an ongoing communication system.

Evaluator's Summary:

In the expanses of the Western states, where distances are great and resources scarce, Mile High makes multiple funding work for them. They use money from RAP and HCEEP grants to stretch their delivery capability. Their staff are paid in line with the RAP norm, and share tasks and responsibilities. Morale runs high among the RAP staff.

From service project reports, this RAP receives more requests for technical assistance than most; one SEA representative attributes the RAP's ability to deliver this assistance to a creative use of multiple funding. The RAP also relies heavily on information dissemination to maintain contact with grantees.

Despite apparent successes in various RAP endeavors, grantees' expressed satisfaction was below anticipated levels; the incidence of problems cited, conversely, was above those levels.

Mile High RAP tries to interrelate and prioritize tasks before them, and to think through long term implications. Their rank ordering of tasks paid meticulous attention to how each task was necessary and preliminary to the others, their needs assessment process involves each grantee in the development of its own resource plan, and an annual staff retreat is a commitment on their part to assess their own progress and reclarify their priorities. It is because of this initiative in self-monitoring and the RAP's attention to grantees' long term needs that the evaluators are confident that Mile High will restore the standing it enjoyed among Head Starts in previous evaluations.

THE LOS ANGELES RAP

BACKGROUND

Location: 672 S. Lafayette Park Place, Suite 31
Los Angeles, Ca. 90057

Telephone: (213) 386-7780

Funding Sponsor: Child, Youth & Family Services (CYFS)

Staff: Bea Gold, Director
Chris Drouin, Coordinator
Barbara Robbin, Assoc. Coordinator
Carolyn Wright, Training Coordinator

Grant/Contract History: CYFS is a non-profit corporation specializing in child and youth services. It was formed during the past program year as the RAP program was removed from the previous sponsorship arrangement under the Los Angeles Unified School District. This change, and the formation of CYFS, was precipitated in part by anxieties about constraints that might be forthcoming with the passage of Proposition 13 in California. CYFS also has a contract with ACYF Region IX to provide technical assistance to Los Angeles area Head Start programs.

Funding Level: \$89,000 (national average, \$97,169). RAP is tied with Mississippi for fourth lowest total funding. It is considerably below the national average in travel costs (\$7,800 vs. \$11,480) but is slightly higher than the average in salaries and other costs. It is very close to the national average on the overhead/fringe rate.

Full-Time Equivalent Staff: 3.10 (national average, 3.43). Los Angeles RAP is tied with Nashville as the fourth lowest in FTE staff.

FTE Salary: \$16,131 (national average, \$14,634). Third highest average FTE salary level.

REGIONAL SITUATION

States Served: California, Arizona and Nevada -- 384,000 square miles, the fourth largest area served.

Estimated Number of Head Start Handicapped Children: 2,180.

Number of Grantees: 60.

ACYF System for Delivery of Handicap Services: ACYF Region IX contracts with CYFS to deliver handicap T/TA services to Los Angeles area grantees.

RAP OPERATIONS

Top Four Task Priorities:

- Provide services/materials to Head Start programs
- Conduct manual conferences
- Facilitate collaborative agreements with agencies serving handicapped children
- Conduct needs assessments

Bottom Two Priorities:

- Assist with ACYF Annual Survey
- Attend Head Start Directors Meeting

Needs Assessment Process: Assessments of handicap needs were conducted quarterly and two quarters had been covered by the time of the evaluators' site visit. Through formal procedures of a mailed questionnaire followed up by phone calls to get answers to the questions posed, 30 percent of grantees had been canvassed by the time of the evaluation visit. Grantee-initiated calls this year greatly increased the number of phone contacts, thus much more informal assessment occurred than in the past. All grantees were to be covered in mailings in the last two quarters.

Manual Conferences: 12 conferences

- 602 teaching staff trained representing 34 percent of teachers in RAP's region (38 percent national average)
- 275 others in attendance
- 60 grantees attended the conferences, representing 100 percent of all grantees (88 percent national average)

Use of Providers: 111 providers catalogued in file. Additional files for frequently used resource providers add 63 more entries.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	11 %
Facilitation	2
Training	6
Technical Assistance	14
Service	7
Information	24
Materials	36

This mix is comparable to the national average except for being above average on technical assistance and below average on materials.

Provider - RAP is the provider in 80 percent of the transactions (89 percent national average.)

Requestor - 88 percent of the transactions identify Head Start requestors; this is the highest rate among RAPs; 11 percent are non-Head Start requestors, and one percent of the requestors remain unspecified.

Handicapping Condition - 19 percent of the transactions identify a handicapping condition; learning disabilities and visual impairment are most frequently cited. More than at any RAP, requests identify specific handicapping conditions here.

Geographic Distribution: 77 percent of requests come from California; Arizona and Nevada contribute 14 percent and 4 percent respectively (5 percent are "other").

Service Projects: This RAP recorded no service projects.

Advisory Committee Meetings: One Advisory Committee meeting had been held during the current program year by the time of the site visit.

Collaboration: A California state implementation grant which RAP helped to write was funded this year. A draft collaborative agreement was written between the California SEA and the Regional Office following discussions. Also in California, RAP is working with the public health agency, a local school district, and the Crippled Children's Service to develop a collaborative service agreement. In Arizona, RAP has been a facilitator between the SEA and Head Start grantee as the SEA seeks to clarify its possible role. RAP is working with Arizona grantees to develop an advocacy network; and the SEA is being encouraged to include Head Start handicap coordinators on the state planning committee.

Task Forces: This RAP chairs a task force developing a manual on handicap service for new Head Start Directors and Handicap Coordinators. This task force has put together a binder on services, resources etc. It has not been distributed yet and will be adapted before distribution.

Head Start Directors Meetings: Attended no directors meetings this year.

RAMIS: . RAP has implemented all but two RAMIS components; presently lacking are the Service Provider File and ELI. The Provider File needs updating; and all desired entries are not made in the Contact Log. The Transaction Log is described as "easiest and best to use."

Head Start Telephone Inquiries: Average number of types of contacts - 3.7 (3.5 national average)

Satisfaction grade - 3.3 (3.0 national average)

Problems cited - 10 percent of cases (11 percent national average)

Manual Training - 19 percent teachers trained (34 percent national average)

Specific benefits cited re RAP - 83 percent (78 national average)

SEA Telephone Inquiries:

Frequency of contact - 3.0 (2.8 national average)

Average number of types of contacts - 3.7 (3.9 national average)

Satisfaction grade - 2.7 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- An August Regional Conference wherein Regional Office, Westinghouse and RAP used a service delivery model in sessions designed to systematize service delivery for all grantees.
- Meeting with SEA official in Sacramento which elicited great interest in the manuals and plans for training non-Head Start teachers.
- Development of a service agreement in L.A. County between seven regional centers and five grantees to provide interagency cooperation which could serve as model for other areas in California.

Evaluator's Summary:

The Los Angeles RAP reports that, due to expansion and changes in the funding structure of the Los Angeles grantee this year, it is much more involved in the business of finding employees and assisting grantees and delegates (especially in Los Angeles) with staffing problems. The RAP is reaching out more to grantees by using, and working through, service systems that already exist. It is also functioning more as an interpreter of handicap policy. And this new active role and status as an "interpreter" has been facilitated by the manuals training. RAP's image and visibility have been greatly enhanced by its role in manuals training, and at the same time the image and visibility of Head Start have been improved. The California SEA is now manifesting considerable interest in this contribution of Head Start -- and the RAP -- to the education of the handicapped and is negotiating with CYFS for the training of 5,000 non-Head Start preschool teachers on the mainstreaming manuals.

Under new auspices this year, having broken away from sponsorship by the Los Angeles Unified School District, the Los Angeles RAP identified pitfalls and penalties that go along with greater independence. Cost problems are chief among these and non-RAP monies are needed in order for the project to survive the transition.

Indicative of problems felt at this RAP in maintaining and updating the provider file, the Project Coordinator indicated that a look at the RAP's provider file indicates little about changes that have actually taken place. But a look at the resources now being used -- with organizations such as Junior Colleges now becoming more visible to and used by Head Starts -- indicates a greater involvement among providers and Head Starts.

Thus the RAP is both hopeful about its increasing credibility and leverage in influencing services to Head Starts and concerned about increased demands on staff time. After a year heavily burdened by manuals training, the Los Angeles RAP is not sure it can handle greater escalation into services like training or on-site assistance under current staffing arrangements.

THE HAWAII RAP

BACKGROUND

Location: 1776 University Avenue
Honolulu, Hawaii 96822

Telephone: (808) 947-3336

Funding Sponsor: University of Hawaii

Staff: Setsu Furuno, Co-Director
Vivian Halverson, Co-Director
Shirley Salomon, Field Trainer

Grant/Contractor History: Hawaii, the newest RAP, is funded this year for the first time. Previously, Hawaii and the Pacific Trust Territory were assigned to the Los Angeles RAP. Dr. Furuno oversees a BEH-HCEEP Project in its fourth year of funding and also participates in the UAF project at the University.

RAP's first Director, Dennis McCrea, directed the BEH funded Pacific Basin Consortium, an organization of SEAs, universities and colleges throughout the Pacific. This latter association gave the new RAP access to agencies and relationships that otherwise would be difficult to establish.

Funding Level: \$149,894 (national average \$97,169). This RAP is funded at a level 50 percent higher than the next highest budget. Travel demands account for part of the excess; staff allocations are 50 percent above average, and other costs are double the average allocation. The overhead/fringe rate is the lowest among all RAPs.

Full-Time Equivalent Staff: 4.70 (national average, 3.43) Hawaii RAP enjoys the second highest FTE.

FTE Salary: \$16,035 (national average, \$14,634) Salary levels here are among the highest reflecting the disproportionately high cost of living in the island state.

REGIONAL SITUATION

Area Served: Hawaii, American Samoa, Guam, Saipan, Yap, Palau, Truk, Ponape, the Marshall Islands, and Kosrae - a land area of 7,500 square miles spread over millions of square miles in the Pacific.

Estimated Number of Head Start Handicapped Children: 147.

Number of Grantees: 15

ACYF System for Delivery of Handicap Services: At present there is no regionally funded handicap T/TA for Hawaii and the Trust Territory.

RAP OPERATIONS

Top Four Task Priorities:

- Provide service/materials to Head Start programs
- Conduct needs assessments
- Facilitate collaboration
- Conduct manual conferences

Bottom Two Priorities:

- Attend RAP meetings
- Participate on Task Forces

Needs Assessment Process: The unreliability of mails and communication systems, and the desire to introduce RAP personally to each grantee led RAP to conduct needs assessments on-site between January and April. Staff found that the needs assessments were in many sites inappropriate due to cultural differences and varying levels of Head Start expertise and community resources.

Manual Conferences: 2 conferences

- 31 teaching staff trained representing 20 percent of the teachers in RAP's region (38 percent national average)
- 20 others in attendance, including component staff and day care personnel
- 2 grantees attended, representing 15 percent of all grantees (88 percent national average)

RAP was in the early stage of conference planning at the time of the evaluation site visit. A two-week summer conference in Saipan was planned as well as a training session in Samoa.

Use of Providers: There were no providers catalogued at the time of the RLA visit.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	2 %
Facilitation	3
Training	3
Technical Assistance	3
Service	5
Information	36
Materials	48

The percentage of brokerage transactions is the lowest among RAPs, probably because of the paucity of resource providers available to grantees.

Provider - RAP is the provider in 91 percent of the transactions (89 percent national average).

Requestor - 52 percent of the transactions identify Head Start requestors; 44 percent are non-Head Start requestors.

Handicapping Condition - None of the transactions identify a handicapping condition.

Geographic Distribution:

<u>State</u>	<u>Percentage</u>
Hawaii	80 %
Trust Territory	12
Other	8

Service Projects: 13 (national average 30)

Advisory Committee Meetings: The advisory committee had not yet been formed at the time of the evaluation site visit.

Collaboration: RAP and the Hawaii SEA are planning a memo of agreement by which the SEA would evaluate all preschool children, approve Head Start as a mainstream placement for handicapped children, carry the burden of transportation costs and work cooperatively to share facilities and services with Head Start. Through associations formed by the Pacific Basin Consortium, RAP has secured SEA personnel to train Head Start staff in Saipan and Guam.

Task Forces: Hawaii has not been assigned to a task force.

Head Start Directors Meetings: Attended three directors meetings.

RAMIS: RAP had not implemented the RAMIS system, but used the contact log and organized a Head Start file. RAP plans to be trained in the use of the system by another RAP.

Head Start Telephone Inquiries: Average number of types of contacts - 2.7 (3.5 national average).

Satisfaction grade-2.5 (3.0 national average)

Problems cited-43 percent of cases (11 percent national average)

Manual Training - 8 percent teachers trained (34 percent national average)

SEA Telephone Inquiries:

Frequency of contact-2.3 (2.8 national average)

Average number of types of contacts-2.3 (3.9 national average)

Satisfaction grade-3.3 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- Manual conferences
- Initiating collaborative agreements between Head Start and SEAs
- Setting up a diagnostic clinic in Saipan

Evaluator's Summary:

The Hawaii RAP in its first year has third year tasks to accomplish along with start up, introductory business. The political, cultural, and geographic obstacles of the RAP's service area cannot be underestimated. The RAP contract was awarded in October, but official notification was not received by the University until mid-December. The project director left the project to complete a doctorate in May and staffing was substantially delayed given the employment requirements of the university and unavailability of selected staff. The RAP was considerably behind its proposed schedule. In the late spring, Dr. Furuno took over the project, hired Ms. Halverson and Ms. Solomon and plunged into the substantive work of the contract.

Prior to the evaluation site visit, the project director and co-director made introductory visits to most grantees across the Pacific, assessed the program needs and laid tentative plans for training sessions. In most of the Trust Territory, training on the use of the manuals would have to be substantially altered because cultural and language obstacles and the absence of diagnostic resources made the manuals inappropriate. These grantees wanted long term exposure to fundamental teaching and assessment skills. They requested that training span a two week period to allow trainers to work with staff. Two training sessions were conducted with Hawaii grantees where the manuals were more useful.

Despite substantial odds, the RAP has several major accomplishments to its credit early in the first year. SEA relationships are most positive. They are outgrowths of prior contacts established under the Pacific Basin Consortium. A formal agreement between the Hawaii SEA and the Hawaii Head Start programs has been initiated. Trust Territory SEAs have endorsed the RAP and will help with training activities and locating interpreters.

The Hawaii RAP set up a three day diagnostic clinic in Saipan and arranged for medical, hearing, and emotional/cognitive assessment of children with an IEP for each child. RAP located and transported the specialists to Saipan.

The Hawaii RAP's budget is the most generous with ample travel, staff and other cost allowances.

THE UNIVERSITY OF WASHINGTON RAP

BACKGROUND

Location: University of Washington
Experimental Education Unit
Child Development and Mental Retardation Center
Seattle, Washington 98195

Telephone: (206) 543-4011 Ext. 273,202

Funding Sponsor: University of Washington

Staff: Alice Hayden, Director
Sam Delaney, Co-Director

Grant/Contract History: The project is housed within the Model Preschool Center for Handicapped Children in the Experimental Unit (of the University of Washington College of Education). The Model Preschool has an HCEEP grant and was one of the original First Chance grantees. Dr. Hayden, the RAP Director who donates her time to RAP, is a noted expert in the field of special education. She is also chairperson of the American Association for Education of the Severely and Profoundly Handicapped. The Experimental Educational Unit has two validated models, for communication disorders and Down's Syndrome.

Funding Level: \$93,000 (national average, \$97,169). Salary allocations are second highest among all RAPs; however, travel costs rank second lowest and "other" costs lowest of all RAPs. Overhead and fringe meet the national average and these combined cost elements expressed as a percent of salaries are below the national average (26 percent vs. national average of 38 percent).

Full-Time Equivalent Staff: 4.60 (national average 3.43). Region X RAP has the third highest FTE.

FTE Salary: \$13,891 (national average \$14,634) -- in the lower half of average FTE salary level: 8 RAPs are higher, 6 or lower.

REGIONAL SITUATION

States Served: Idaho, Oregon and Washington -- 249,000 square miles

Estimated Number of Head Start Handicapped Children: 999

Number of Grantees: 49

ACYF System for Delivery of Handicap Services: There are three State Training Offices with general T/TA responsibilities including handicap services, but no specific dollar or person day assignments are made for handicap services.

RAP OPERATIONS

Top Four Task Priorities:

- Conduct manual conferences
- Conduct needs assessments
- Provide service/materials to Head Start programs
- Implement RAMIS

Bottom Two Priorities:

- Assist with ACYF Annual Survey
- Attend Head Start Directors Meetings

Needs Assessment Process: Orientation sessions were held in August; assessments began October 1 (after Head Starts had hands-on experience with their kids). After the orientation workshops, a questionnaire and letter were sent out. Head Starts were instructed at workshops to call a RAP contact when they receive their questionnaire. Some use the form as a basis for a phone conversation about needs; others mail it in. The phone contact initiates an ongoing needs assessment process. Grantees with needs documented on paper (at time of visit) included 63 percent in Washington and Oregon and 77 percent in Idaho.

Manual Conferences: 3 conferences were held (in Sept. and Oct.), one in each state.

214 participants were trained. RAP could not estimate the percentage of teachers in the region this represented. (National average of teachers trained was 38 percent.) Others in attendance were Head Start directors.

49 grantees attended, representing 100 percent of all grantees (88 percent national average). Note that this RAP reports that 8 of its 49 grantees (all in Oregon) are new and have, deliberately, been left alone on needs assessments this year.

Use of Providers: 371 providers are catalogued in the RAP's file. Emphasis in using the file is to discover someone close geographically to the requester.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	9 %
Facilitation	2
Training	6
Technical Assistance	6
Service	3
Information	20
Materials	54

The University of Washington RAP profile on types of transactions closely approximates the average for all RAPs combined. It is slightly above average on "Materials" and below average on "Information."

Provider: RAP is the provider on 95 percent of the transactions (89 percent nationally).

Requestor: 72 percent of transactions identify Head Start requestors; 24 percent are non-Head Start requestors; and 4 percent do not specify a requestor.

Handicapping Condition: 8 percent of transactions identify a handicapping condition; speech impairment is the most frequently cited.

Geographic Distribution: Transactions are distributed among states in the region as follows:

Washington	-	56	percent
Oregon	-	21	"
Idaho	-	11	"
Other	-	12	"

Service Projects: None recorded by this RAP.

Advisory Committee Meetings: One Advisory Committee meeting was held (in November) during the program year and a second was scheduled to occur after the evaluation site visits.

Collaboration: This RAP reported a number of public-agency collaboration activities. Noteworthy are the following:

- a. Development of a Washington State Early Childhood Education Plan.
- b. Success in facilitating collaborative action with the SEA in Oregon.
- c. Assistance with a final agreement between the Idaho SEA and Head Start.
- d. Work on a regional agreement to make services from congenital defects group available to Head Start.
- e. Development of models for collaboration (through RAP task force), then given exposure by Dr. Hayden at the Washington SEA.

Task Forces: RAP works on the task force developing models for collaborative agreements with SEAs. Steps this year included: formulation of checklists on roles of Head Starts, SEAs and LEAs; accumulation of copies of existing agreements (and distributing them to RAPs); exposure of tentative model at Washington SEA.

Head Start Directors Meetings: Attended meetings in each of three states: Oregon, Washington and Idaho.

RAMIS: RAP has implemented most components, but states it still is not certain what is wanted in the ELI. Also, no Service Projects were recorded this year. RAP has additional files including an SEA file. States that, overall, criteria are better for RAMIS now and the system is more "precise and controllable."

Head Start Telephone Inquiries:

Average number of types of contacts - 3.4 (3.5 national average)

Satisfaction grade - 2.7 (3.0 national average)

Problems cited=20 percent of cases (11 percent national average)

Manuals Training - one percent teachers trained (34 percent national average)

Specific benefits cited re RAP - 50 percent (78 percent national average)

On several factors, RAP's performance, judged by Head Start grantees, fell substantially below the norm. Satisfaction is the second lowest among RAPs; incidence of problems cited was the third highest, and specific benefits perceived by grantees was the second lowest. Moreover, respondents indicated that only one percent of the teachers received training on the manuals.

SEA Telephone Inquiries:

Frequency of contact-2.7 (2.5 national average)

Average number of types of contacts-2.7 (3.7 national average)

Satisfaction grade-3.3 (3.2 national average)

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- Work with a grantee for whom RAP was asked to do a workshop. Outcome was so positive that more help was requested.
- Work with SEAs facilitating their relationships to Head Starts. An exemplary case cited was intervention by RAP with the SEA when a Head Start handicapped child entering regular school was sent home immediately due to handicap. Intervention brought about reinstatement.
- Work with STO, conducting manual workshops in conjunction with them.

Evaluator's Summary:

The RAP has deep roots in an HCEEP grant dating back to 1969. It also has the prestige of association with an innovative Experimental Education Unit that has two validated models, dissemination nationwide (and even worldwide), and a Project Director who is renowned as an expert in the field of special education. This year recognition of RAP's expertise was extended further with the inclusion of Dr. Hayden as a consultant on the mainstreaming manuals -- the only person called upon to consult on all manuals. For a strong institutional base, and

with access to exemplary facilities and professional expertise, the RAP continued its internship program whereby the RAP trains persons working with the handicapped at the University of Washington at no expense to the trainees, except transportation and lodging.

This year, however, a problem surfaced regarding recognition and visibility of the RAP project and its functioning in the region. In the impact survey, many Head Starts expressed confusion about RAP and the Experimental Education Unit (EEU) and their differences, frequently viewing EEU as RAP. Identification of manuals training was also low, as revealed in a low incidence of reports by grantees of having received this training, which occurred in September and October, before the manuals were received. Consumers readily identified the RAP staff person giving services, but did not necessarily associate that person with RAP. Thus the RAP, as distinguished from the prestigious and ongoing BEH project at the EEU, faced problems this year of establishing a distinctive identity in its region and developing relationships around that identity.

This RAP has one of the largest "full time equivalent" staff configuration (4.6 persons) and one of the fewest numbers of grantees to serve.

THE ALASKA RAP

BACKGROUND

Location: 1020 I Street (Basement)
Anchorage, Alaska 99501

Telephone: (907) 274-1665

Funding Sponsor: Alaska Special Services, Easter Seal Society

Staff: Marion Bowles, Director
Mikell Lilliebjerg, Coordinator
Colleen Mayer, Child Development Specialist
Sharon Fortier, Resource Specialist

Grant/Contract History: The Easter Seal Society of Alaska sponsors the RAP. This is the second year RAP has been included in the RLA evaluation of the Resource Access Projects. This RAP is unusual in several respects. Because the project is funded with a grant rather than a contract some of the tasks required of other RAPs are not mandatory for the Alaska RAP. Although some 90 percent of all Head Start children in the service area are handled by a single grantee, RurAICAP in Anchorage, these children are located in 22 centers distributed in widely varying, isolated locations throughout the state. There are severe logistical problems entailed in reaching these centers.

Funding Level: \$82,000 (national average, \$97,169). Salary allocations and the overhead/fringe rates at the Alaska RAP are the lowest among the RAPs. Travel allocations are comparable to the national average, and other costs are the second highest.

Full-Time Equivalent Staff: 1.5 (national average, 3.43). Alaska RAP has the lowest FTE.

FTE Salary: \$23,667 (national average, \$14,634). Highest average FTE salary level, reflecting the extraordinarily high cost of living in Alaska.

REGIONAL SITUATION

State Served: Alaska -- 586,000 square miles; largest geographic area.

Estimated Number of Head Start Handicapped Children: 151

Number of Grantees: 3

ACYF System for Delivery of Handicap Services: Region X supports three State Training Offices in Washington, Oregon and Idaho with general T/TA responsibilities including handicap services, but no specific dollar or person-day allocation. No regionally supported T/TA is available to Alaskan grantees.

RAP OPERATIONS

Top Four Task Priorities:

- Provide service/materials to Head Start programs
- Attend RAP meetings
- Conduct manual conferences
- Conduct Advisory Committee meetings

Bottom Two Priorities:

- Assist ACYF with the Annual Survey
- Conduct needs assessment

Tasks requiring Head Start Association Meetings, needs assessments, and task force participation are not applicable to Alaska RAP.

Needs Assessment Process: The task is not required under the grant, however, the Alaska RAP does do on-site needs assessments as part of their TA efforts. The RAP has completed a formal needs assessment at one of the Alaska grantees, using the University of Washington and Chapel Hill RAPs' formats.

Manual Conferences: 3 conferences

- 73 teaching staff trained representing 100 percent of the teachers in RAP's region (38 percent national average).
- 45 others in attendance, including field trainers, directors, aides and specialists.
- 3 grantees attended, representing 100 percent of all grantees (88 percent national average).

Use of Providers: 300 providers catalogued in file. Alaska RAP has not set up a formal file, however, staff have identified over 300 providers.

Transaction Analysis:

<u>Type</u>	<u>Percentage</u>
Brokerage	4 %
Facilitation	2
Training	1
Technical Assistance	6
Service	4
Information	54
Materials	29

The Alaska RAP's work load shows the percentage of information transactions is by far the highest among RAPs, almost double the national average. Conversely, the percentage of materials transactions is the lowest, compared to 49 percent nationally.

Provider - RAP is the provider in 92 percent of the transactions (89 percent national average).

Requestor - 21 percent of the transactions identify Head Start requestors; compared to 67 percent nationally; 78 percent are non-Head Start requestors. According to a transaction count, the Alaska RAP is the only project to provide more services to non-Head Start, versus Head Start requestors.

Handicapping Condition - 12 percent of the transactions identify a handicapping condition; speech impairments are the most frequently cited.

Geographic Distribution: The RAP serves only one state, Alaska, and analysis of transactions reveals that 70 percent of the transactions are from Alaska, 30 percent from requestors outside the state.

Service Projects: 36 service projects were recorded, primarily for training on the manuals and other training and technical assistance to Head Starts.

Advisory Committee Meetings: The Alaska RAP has one of the largest Advisory Committees, including representation from BIA. There is no Regional Office representation and no Handicap Coordinator. An SEA representative has attended both meetings. One more meeting is scheduled later in the year.

Collaboration: RAP has a good working relationship with the SEA. Staff have been directly involved with the State Implementation Grant (SIG). There is an agreement written into the SIG for collaborative services between Head Start and SEA. At present there is no draft or formal SEA/Head Start agreement. There is potential for developing LEA/Head Start agreements, because all LEAs are autonomous, working independently of the SEA, and agreements with LEAs will directly affect handicapped children. RAP has also provided technical assistance to BIA on serving handicapped children.

Task Forces: Alaska RAP was not assigned to a task force because it was thought initially that travel would be involved and RAP's location would put a strain on an already limited budget. .

Head Start Directors Meetings: There is no Head Start Directors Association in Alaska.

RAMIS: This is the first year RAP has used RAMIS. Three components, Provider Files, Activity Reports and the Head Start Files, have not yet been implemented. Staff found the contact log very useful.

Head Start Telephone Inquiries: Average number of types of contacts - 5.5 (3.5 national average).

Satisfaction grade - 3.5 (3.0 national average)

No Problems were cited. (11 percent national average)

Manual Training - 89 percent teachers trained (34 percent national average)

Specific benefits cited re RAP - 100 percent (78 percent national average)

Reception of the Alaska RAP among its Head Start clientele is excellent. Although few in number, respondents are well satisfied, citing no problems, numerous examples of RAP activities, and specific benefits of RAP's work at all grantees.

SEA Telephone Inquiries:

Frequency of contact - 4.0 (2.8 national average)

Average number of types of contacts - 3.0 (3.9 national average)

Satisfaction grade - 4.0 (3.2 national average)

Although the Alaska data is necessarily limited to one SEA respondent, the reception here is excellent.

OBSERVATIONS

Three Cases Cited by RAP as Representative of its Work:

- RAP trained Special Ed aides in Southwestern Alaska. Participants received college credit. As a result of this training there are special ed aides in each Head Start classroom.
- RAP provided T/TA to the Stebbins Head Start in techniques for testing children with severe hearing problems. RAP helped to prepare the children for the testing process. As a result of this effort, 24 children were found to be hearing impaired.
- RAP trained all Field Trainers to use the Denver Screening tool, who then assisted teachers in programs.

Evaluator's Summary:

The Alaska RAP is unusual in many respects. It operates under a grant rather than a contract. Language, cultural variations, vast distances, severe weather, and communication difficulties require the RAP staff to fashion services distinctly for their clientele. This RAP serves the smallest number of grantees, three, scattered over the largest land area. The expenses of goods and services are extremely high. The budget and FTE staff are the lowest of all RAPs; consultants are used to supplement the staff.

Three tasks required of the other RAPs do not apply to the Alaska RAP. There is no Head Start Directors Association in the state, consequently RAP does not attend the meetings. Because of anticipated travel demands on national Task Force members, this RAP was not assigned to a Task Force. And there is no requirement for the RAP to conduct an assessment of grantee needs, although, as a matter of course, RAP staff do when delivering on-site technical assistance.

Because of the state's limited resources, RAP has become a provider of services, materials and information to a broad community of requestors, most of whom are not Head Start programs. Fully 78 percent of its transactions serve non-Head Start clients and more than half of the transactions involve dissemination of some kind of information. Head Starts too are well served by the RAP; their enthusiastic endorsement of RAP is well documented in telephone interviews conducted by the evaluator.

For the first time, RAP has implemented most of the RAMIS system this year. Activity reports, Head Start files, and provider files have not yet been established, but over 300 resource providers have been identified.

"Alaska Outlines" were developed by staff to make the mainstreaming manuals more appropriate tools for Alaskan Head Start staff. Without changing the content or format of the manuals, each was outlined in easy to read language. The outlines summarize the major points chapter by chapter, referring the reader back to specific pages in the original manuals for more complete information. The outlines are not intended to replace the manuals, rather to be used in conjunction with them. The outlines were made available to other members of the RAP network and Hawaii, in particular, anticipates that they will be helpful.

An increase in the RAP budget over last year has eased the very tight financial circumstances of the past year.

III. BUDGET AND STAFFING

The RAP budget for the 1978-79 contract year totaled \$1,457,532, an increase of \$405,825 over the previous year. The budget provided additional funding for each project, operationalized ARAMIS at six RAPs, and expanded the network to include Hawaii, the fifteen th RAP. This chapter will present an analysis of the RAP budget for the contract year and illustrate changes over previous years.

The RAP program has enjoyed annual funding increases. Funded originally at \$877,891 in 1976-77, the second year budget increased nearly \$174,000 to a level of \$1,051,707. The third year budget is roughly 65 percent above the original program funding level. The increases support an extended RAP network, from 13 projects in the first year to the present number of 15; new program initiatives such as ARAMIS and an extensive conference effort; as well as categorical increases within each project budget. In 1976-77, the average RAP received \$67,530; this amount increased to \$75,122 in the second year and to \$97,169 in the third year. Increases appear in every line item.

Table 1, RAP Project Budget, 1978-79, summarizes the discussion that follows. The table shows the actual budgets for each project, selected line items (salaries, travel, other costs, overhead/fringe, and ARAMIS costs), overhead and fringe costs as a percent of salaries, full-time equivalent staff, and average staff salaries.

Review of the numbers of Table 1 is facilitated by looking first at the bottom line of the table, which provides averages across all RAPs for all of the variables. All RAPs are not identical -- some face radically different situations than others and, to some extent, they differ among themselves as to doctrine and preferred strategy for executing their missions. With this caveat in mind, one may nonetheless use these average results to construct a picture of a "typical" RAP. Augmenting the data in Table 1 with additional details extracted from the RAP budgets, this hypothetical average Resource Access Project would be costed at \$97,169 for 1978-79, distributed as follows. The salary line would support 3.43 FTE personnel; one of these would be a secretary or administrative assistant, and one would be a full-time Coordinator. The average FTE equivalent salary for this staff would be \$14,634. The professional personnel would be

TABLE 1
RAP PROJECT BUDGETS, 1978-1979

Region	RAP	Total Budget	Selected Budget Line Items					OH & F as a percent of Sal. ^c	Staff	
			Salaries	Travel ^a	Other Costs ^b	ARAMIS	Overhead & Fringe		FTE	Salaries/Pd. FTE
I	New England	91,013	40,500	11,602	18,940		19,971	49 %	2.50	16,200
II	NYU	100,763	37,165	5,900	7,920	10,680	39,098	105	2.45	15,169
III	PUSH	87,000	51,295	8,292	13,787		13,626	27	3.25	15,783
IV	Chapel Hill	99,400	48,146	12,900	11,180	5,400	21,774	45	3.40	14,160
	Nashville	101,733	38,500	13,787	23,266	4,842	21,338	55	3.10	12,833
	Mississippi	89,000	50,900	7,000	12,584		18,516	36	3.95	12,886 ^c
V	U. of Illinois	93,000	39,764	15,256	21,707	6,300	9,973	25	3.90	10,195
	Portage	92,591	55,168	11,000	6,000	9,900	16,523	30	4.75	11,864 ^c
VI	Texas Tech	86,438	39,437	17,074	18,792		11,135	28	3.13	12,600
VII	U. of Kansas	96,700	44,280	8,000	15,080	7,200	22,140	50	3.60	12,300
VIII	Mile High	100,000	59,533	12,174	13,070		15,223	26	4.55	15,788
IX	Los Angeles	89,000	50,007	7,800	13,012		18,181	36	3.10	16,131
	Hawaii	149,894	75,366	25,570	30,631		18,327	24	4.70	16,035
X	U. of Washington	93,000	63,900	6,849	3,860		18,391	29	4.60	13,891
	Alaska ^d	82,000	35,500	9,000	27,530		9,970	28	1.50	23,667
Average Per RAP:										
1976-'77		67,530	35,404	5,722	15,250 ^f		11,153 ^f	32 ^f	2.98	11,881
1977-'78		75,122	39,828	8,618	9,152		17,551	44	2.97	13,640
1978-'79		97,169	48,630	11,480	15,824	2,955 ^e	18,279	38	3.43	14,634

- Notes: a. Includes advisory committee costs.
b. Printing, materials, equipment, supplies, communication, consultants, contracted services, space rental.
c. Donated personnel deducted from FTE totals.
d. Funded by special grant; not a RAP contract.
e. Represents the average ARAMIS costs for 15 projects, an artificial computation; actual average for the 6 ARAMIS is \$7,387.
f. Fringes treated in other direct costs for 1976-77.

very likely to have both Head Start experience and training in special education; certainly both of these attributes would be represented within the staff as a whole.

Direct Salaries.....	\$ 48,630
Fringe Benefits, at 16% of Direct Salaries.....	7,640
Overhead, at 22% of Direct Salaries.....	10,640
Travel.....	11,480
ARAMIS*.....	2,955
Other Costs	
Materials/Equipment/Supplies/ Conference Costs.....	3,681
Reproduction/Printing.....	9,779
Space Rental.....	1,311
Communications.....	3,816
Consultants, Contracted Services.....	5,237
Total Other Costs	<u>15,824</u>
	\$ 97,169

Not all RAPs base their overhead calculations on direct salaries; indeed a variety of formulae appear in cost proposals. For comparative purposes, an evaluator needs a single approach to place all budgets on a common footing. The use of total direct salary as the base reflects widespread contract practice and federal agency convention. It also permits the use of a single multiplier for both overhead and fringe, shown in the seventh column of Table 1. For our hypothetical average RAP, this multiplier is 38 percent. Actual RAPs vary between 24 and 105 percent. (The increase in apparent loading between 1976-77 and 1977-78 is due to the collapse of fringe benefits into other direct costs in prior RLA reviews of these budgets; if fringes had been combined with overhead for the prior fiscal term, the average multiplier would have been virtually unchanged.) The average overhead multiplier is reduced from the previous year's computation of 44 percent. At some RAPs, overhead costs include pay for accounting and office facilities, donated staff time, access to computers, printing and design services.

*ARAMIS costs averaged \$7,387 for the six pilot RAPs; for purposes of this average RAP the computation must be averaged over 15 RAPs, consequently the ARAMIS costs are substantially under-represented.

Travel costs for the average RAP would be split among in-region staff and consultant travel, costs of attending national RAP meetings, and costs to assemble and convene advisory committees. Communication costs include both telephone and postage. Materials, equipment, and supplies include such things as conference programs, resource library materials, purchase of instructional materials, rental of copying machines and typewriters, office supplies, and expenses related to conferences. Space rental covers office space. Reproduction and printing charges include RAP newsletters, periodic mass document replication, and duplicating services. Consultants and contracted services include special expertise used for conference sessions, stipends for Advisory Committee members, computer services other than ARAMIS, graphics or other services.

With these benchmarks in mind, we now turn to a more detailed inspection of each major category of RAP expenditures. Following this, a brief RAP-by-RAP summary will be provided.

Total Budgets

Table 1 shows that RAPs have over \$22,000 more at their disposal, on the average, in 1978-79 than in 1977-78. This is almost triple the increase of the previous year. Not shown in the figure, but significant is the range of project budgets. In the first year total budgets ranged between \$58,049 and \$79,764, almost \$22,000 differential; and the budget variation within this range was substantial. In the second year, the gap between the smallest and the larger budgets narrowed and many of the RAPs most tightly funded in the first year were brought closer to equivalency with the others, the differential between the smallest and largest budgets was about \$19,000, but most budgets were at or near the mean. This year the budget trend has reverted to the pattern of the first year. The gap between smallest and largest budgets is almost \$67,000 and about one third of the projects have budgets close to the mean. (If the Hawaii RAP is excluded from the computation the gap between largest and smallest budgets narrows to \$19,733.) Some variation in overall funding is inevitable and sensible in programs of this kind, given the differences in situations.

Salaries and Staffing

The most substantial categorical increase in RAP budgets appears in the staffing line item, showing an increase of almost \$172,000 over the previous year -- an average of \$11,500 per project. Total salaries range from \$35,500 in Alaska to \$75,366 in Hawaii. All projects, except Alaska and Nashville, have increased allocations for salaries; the former shows a significant decrease in the salary category. At NYU, the salary allocation is contained by a disproportionately high overhead/multiplier -- 105 percent of salaries. The University of Washington shows the greatest increase in the salary line item, almost doubling its previous allocation, because of a reduction in their overhead rate.

The staff supported by these salary allocations is described in the two right-hand columns of Table 1. The total full-time equivalent person-power (FTE) ranges from 1.5 people in Alaska to 4.75 staff in Portage, and averages 3.43 persons overall. Alaska, NYU, and New England RAPs are the only projects that fall short of a three person FTE, while seven RAPs exceed 3.5 FTE.

Another component of staff composition is the salary scale in effect at a given RAP. This may be measured by dividing total salary costs by the FTE total (deducting from that total the contribution of any personnel whose time is donated, as noted earlier). The results of these calculations are shown in the right-most column of Table 1. In the second contract year FTE staff remained relatively unchanged over the first year, and increases in salary allocations provided higher staff salaries. This year, the FTE increased from 2.97 in 1977-78 to 3.43 currently and salary scales for the RAP program as a whole have increased by about \$1,000 since 1977-78, in part accounting for inflation and cost of living increases. All RAPs have boosted the scale above \$10,000 per year. The University of Illinois and Portage staff have the lowest salary scale. There may be geographical effects here: the six low-scale RAPs are adjacent to one another and are all in the South and Midwest. Three RAPs (NYU, Nashville and Los Angeles) have experienced a decrease in the salary scale over the previous year. Mile High RAP has enjoyed the greatest increase in salary scale.

The RAPs in major metropolitan areas in the East and West tend to have the best scales, along with Alaska and Hawaii where salaries reflect an astronomical cost of living. Exceptions are PUSH in Keyser, West Virginia on the higher end of the scale and Seattle, Washington, on the lower end of the scale.

Travel

Travel budgets have also increased as a result of new monies available to the RAP program in 1978-79; over \$172,000 is now allocated for travel compared to \$75,000 the first year and \$120,000 the second year. The average travel allocation for the program is \$11,400 and ranges from \$5,900 at NYU to \$26,000 in Hawaii. Most RAP travel budgets increased over the past year; NYU and Mississippi remained the same, and Mile High, Los Angeles and University of Washington decreased. The University of Washington travel budget is roughly half its previous amount.

There is a very rough relationship between the size of these travel budgets and the size of the territory the RAP is to serve, but the association is not a perfect one. Los Angeles, University of Kansas and University of Washington have larger than average service areas and relatively low travel budgets. The Hawaii RAP must span the immense Pacific to service grantees in Micronesia and the Trust Territory; the travel requirements justify their substantial travel budget.

Other Direct Costs

Other direct costs include all remaining out-of-pocket costs of a RAP operation, exclusive of ARAMIS expenses. The categories of costs vary at each RAP as do the amounts allocated for other costs. Other costs include allocations for communications (telephone and postage), equipment, supplies, printing and reproduction, materials, consultants and contracted services, (design, computer consultation, etc.) and space rental.

The total program allocation for other costs is \$237,359, an increase of almost \$110,000 over the last year, giving each project an average of almost \$16,000 for other expenses compared with about \$9,000 last year. Conference related expenses account for the substantial increase in this category. For example, last year an average of \$1,500 was allocated at each project for consultants; this year the amount exceeds \$5,000.

RAPs vary widely in their budgeting practices for these items. Ten budgets identify costs for space and five do not. Some identify postage costs, and some do not. Alaska allows \$20,000 for consultants (perhaps to compensate for limited

RAP staff), while University of Washington has no allocation for consultants. NYU budgets only \$1,500 for telephone and University of Kansas allows \$1,000. Hawaii has over \$8,000 allowance for equipment and supplies, Alaska and Nashville allow \$830 and \$900 respectively. As might be expected then, the total individual project allocations for "Other Costs" varies considerably; the range runs from lows at University of Washington (\$3,860), Portage (\$6,000), and NYU (\$7,920) to highs at Hawaii (\$30,631), Alaska (\$27,530), Nashville (\$23,266), and University of Illinois (\$21,707). All RAPs, except the University of Washington, have increased funding for allowable other costs.

The variations in other costs may result as much from funding limitations as from any major differences of program strategy or ambitiousness, although certainly some RAPs are more "materials" oriented than others. It should be kept in mind that estimates of Other Direct Costs are frequently tailored to available funds, and variations in staffing structures and overhead rates, among other things, may severely restrict the scope of available choices.

ARAMIS

ARAMIS is a new RAP initiative and consequently an additional program cost this year. Funding for ARAMIS totaled approximately \$44,000 and averaged about \$7,400 at each of the six installation sites. Costs ranged from \$4,842 to \$10,690 depending on the length of time the computer was on site. ARAMIS RAPs usually incurred additional costs necessitated by the computer, such as rental of space or part-time clerical services for entering data onto the computer tape.

Overhead and Fringe

As noted before, we have standardized a computation for overhead and fringe costs, because the formulae for computation vary significantly from project to project. The total allocation for overhead/fringe amounts to \$274,186, and averages \$18,279 per project, a slight increase over the previous year. However, the overhead and fringe multiplier has decreased from 44 percent, in the 1977-78 project year, to 34 percent this year, although the actual amount increased by about \$28,500, due to expansion in overall budgets and particularly for staff salaries.

Fringe benefits are not a major source of variation in RAP costs. Their rates are fairly stable across projects-- usually between 14 and 20 percent of salaries. There are a couple of exceptions, Chapel Hill, Nashville, University of Illinois where fringe benefits are markedly below other projects, that is, less than eight percent of salaries.

The most notable observation in overhead/fringe is the alteration in the overhead charges at University-sponsored projects. In the first year of operation, universities usually applied high overhead rates to RAP contracts because of their designation as research projects. As the RAP service load shifted significantly into training during the third year, university sponsors were able to apply a more favorable overhead rate to the contracts. Most obvious examples of this situation are the Universities of Illinois and Washington, both of which substantially affected appropriations by reducing overhead computations from 65 percent (\$20,365) and 52 percent (\$17,602) of salaries respectively, to eight percent of direct costs, \$6,889 each. The reallocation in their budgets enabled both contractors to increase total staff salaries that were among the lowest last year. The overhead/fringe costs at the Alaska RAP are under last year because of the reduction in staff there. All other RAPs experienced increases in overhead/fringe expenses, usually due to staff expansion. The Los Angeles RAP shows the largest dollar increase in these costs from \$9,800 to \$18,200, but does not exceed the average. NYU stands alone with its overhead/fringe costs exceeding \$39,000, or 105 percent of direct salaries; here overhead costs necessarily reduce staff, travel, and other allocations to the lowest levels among all projects. University of Kansas and Nashville RAPs have the next highest overhead/fringe expenses, and, although high relative to other projects, do not compromise other direct line items.

Summary

The overall funding of the RAP program is \$1,457,532, a 65 percent increase over the first program year, allowing for increased funding for every individual project, expansion of the network from 13 to 15 projects, and onset of new program initiatives. Salaries, travel allocations and other direct cost items have increased substantially at every project, since the first year. Consequently, the projects have more staff and are on a sounder fiscal footing making them less dependent on supplementary funding from other sources.

IV. PERFORMANCE

The most fundamental objective of an evaluation is a review of performance on required tasks. Implicit in such a review is determining which tasks are most important and, consequently, where projects allocate substantial time and effort. It is an assumption of this evaluation that the evaluator does not determine which tasks take precedence over others. It is the function of ACYF to establish and communicate program priorities and individual RAP projects to tailor these according to regional situations and staff capabilities.

The RAP contracts specify eleven tasks which must be carried out throughout the contract year. None of the tasks is formally stressed above others, although certain tasks are inherently more substantive, important, or time-consuming than others. Verbal guidance has been given by ACYF at National RAP meetings, but the better part of program interpretation is left to the individual projects. The eleven requisite RAP tasks are abbreviated below in the order that appears in the RFP. RAPs must:

- Assist Head Start grantees in developing/updating needs assessments
- Conduct State training conferences focused on the ACYF manuals on handicapping conditions
- Establish/update a file of resource providers
- Provide service and materials to Head Start grantees
- Establish and conduct Advisory Committee meetings
- Facilitate collaboration between Head Start grantees and public agencies and programs for preschool handicapped children
- Participate in RAP Task Forces
- Attend one Head Start Association meeting
- Attend National RAP meetings
- Implement RAMIS
- Assist Head Start grantees with the Annual Survey of Handicapped Children in Head Start

The RAP projects are addressing these tasks with varying emphasis and strategies.

A. Task Priorities

In establishing a rank order of tasks, the evaluator used an exercise by which the ACYF RAP program officer and the RAP project staffs were asked to sort eleven index cards, each identifying one RAP task, and order them beginning with the most important task or tasks. The simple exercise serves several purposes beneficial to the evaluation process: the ACYF rank order weights tasks; the comparison of the ACYF ranking with the 15 RAP task rankings demonstrates whether national RAP priorities have been communicated to contractors; rankings of individual RAP projects reveal relative differences in emphasis; comparative rankings with previous years show whether program emphasis shifts or remains static; and the exercise reflects program emphasis generated from within the program network rather than by the evaluator. Table 2, RAP Tasks in Order of Priority, presents the results of the task ranking activity of each RAP project.

The table shows the relative importance ascribed to each task. No two RAPs rank the tasks identically, but there is considerable agreement on the most and least important tasks. Over half of the RAPs selected the same four tasks (provision of service/materials, manual conferences, collaboration, and needs assessments), in some order, in the top four priorities. All but two RAPs (Mile High and Alaska) chose three of these in the top four priorities. There is also consensus on the least important task (assist with the ACYF annual survey). All but two RAPs placed this task in the final or next to last position.

There is less agreement on the importance of the mid-level tasks (RAP meetings, Head Start Association meetings, Advisory Committee meetings, provider file, RAMIS implementation, and task force activities). Some RAPs place a high priority on some of these while others do not. For example, both the Mile High and Alaska RAPs place a high priority on the Advisory Committee task (both projects have relatively large committees), whereas most other RAPs place this task at a lower priority (Region VII RAP ranks it second to last). Similarly, the task requiring attendance at Head Start Association meetings ranks second for the Texas Tech RAP, while Portage, Los Angeles and University of Washington RAPs rank it tenth.

TABLE 2 : RAP TASKS IN ORDER OF PRIORITY*

RAP	TASKS										ACYF Annual Survey
	H.S. Service/ Material	Manual Conference	Facilitate Collaboration	Needs Assessm't	RAP Meeting	H.S. Assoc. Meetings	Advisory Committee Meeting	Provider File	RAMIS	Task Force	
New England	2	1	4	3	9	7	6	5	8	11	10
NYU	2	1	3	4	6	5	9	7	10	8	11
PUSH	1	1	3	5	4	5	7	10	9	8	11
Chapel Hill	3	2	1	4	5	9	6	8	10	7	11
Nashville	2	1	4	5	6	8	9	3	11	7	10
Mississippi	1	3	2	4	5	8	9	10	6	7	11
U. of Ill.	1	3	4	2	9	5	8	6	7	10	11
Portage Proj.	2	2	2	1	8	10	7	6	5	8	10
Region VI	1	5	3	4	10	2	6	7	8	9	11
Region VII	1	2	3	8	5	4	10	9	7	6	11
Mile High	1	5	1	5	3	5	3	9	10	8	11
Los Angeles	1	2	3	4	5	10	9	8	6	7	11
Hawaii	1	4	3	2	10	5	6	9	7	11	8
U. of Wash.	3	1	8	2	6	10	9	5	4	7	11
Alaska	1	3	6	9	2	NA	4	7	5	NA	8
Score	23	36	50	62	93	93	108	109	113	114	156
Av. Score	1.5	2.4	3.3	4.1	6.2	6.6	7.2	7.3	7.5	8.1	10.4
Rank	1	2	3	4	5	6	7	8	9	10	11

* The task of primary importance scores one; the task of secondary importance scores two, and so forth. Tasks which tie for positions score identical numerical values. (For example, PUSH tied two tasks in first place; each receives the numerical value of one, and the next ranking scores three.) Low scores indicate high priority tasks, and vice versa.

Table 2 assigns a score to each rank -- the first task ranks one, etc. Low scores indicate high priority tasks and vice versa. (Many rankings involve close calls; so small variations should not be stressed in this analysis.) At the bottom of the table is a summative score, an average score, and a ranking for each task. The emergent RAP task profile follows, listed in order of priority:

RAP TASK PRIORITY PROFILE

<u>Priority</u>	<u>Task</u>	<u>Average Score</u>
1.	Provide service/materials to Head Start	1.5
2.	Conduct training on manuals	2.4
3.	Facilitate collaboration	3.3
4.	Conduct needs assessments	4.1
5.	Attend RAP meetings	6.2
6.	Attend Head Start Directors meetings	6.6
7.	Conduct Advisory Committee	7.2
8.	Expand provider file	7.3
9.	Implement RAMIS	7.5
10.	Participate on Task Forces	8.1
11.	Assist with Annual Handicap Survey	10.4

The ACYF Program Officer for the RAP program also ranked the tasks beginning with the most important. There is very close agreement with the results of the RAP projects, as shown on the following page.

<u>Priority</u>	<u>ACYF Rank Order</u>	<u>RAP Profile</u>
1	Service/Materials to Head Start	Service/Materials to Head Start
2	Manual Training	Manual Training
3	Collaboration	Collaboration
4	Needs Assessments	Needs Assessments
5	RAMIS	RAP Meetings
6	Provider File	Head Start Association Meetings
7	Head Start Association Meetings	Advisory Committee
8	Task Forces	Provider File
9	RAP Meetings	RAMIS
10	Advisory Committee	Task Force
11	Annual Survey	Annual Survey

No individual RAP ranked tasks exactly as ACYF, however, there is absolute agreement between the ACYF rank order and the RAP profile on the four most important tasks and the least important task. The top four priorities are selected in identical order: provision of service and materials to Head Starts, conduct of manual training, facilitation of collaborative efforts with public agencies, and assessment of Head Start needs. The Annual Survey is the least important task by ACYF and RAP consensus. It is evident that ACYF is clearly communicating program priorities to contractors.

Last contract year, when the same exercise was performed, the agreement on top priorities was not so absolute. Then, both ACYF and the composite RAP profile identified three tasks (service/materials to grantees, collaboration and assessment of needs) as top priorities, but not in the exact order. This year, the new task to conduct training on the ACYF manuals emerges as an extremely important one, second only to providing services and materials to Head Start programs. The task rankings of the two program years demonstrate continuing emphasis on the same priorities plus an additional new task, and even more agreement on the relative importance of them.

The differences in perceived importance between ACYF and the RAPs is seen in the mid-level tasks, namely the implementation of RAMIS and the RAP meetings. ACYF ranks RAMIS in the fifth position, while the RAP profile ranks it ninth. Alternatively, the RAP profile shows the task requiring attendance at national RAP meetings in fifth place compared to ninth position on the ACYF ranking. Other differences exist in the perceived importance of mid-level tasks, but they are minor.

Task 1: Assist Head Start Grantees in Developing and Updating Needs Assessments

Each RAP must develop an assessment of needs for all Head Starts in their service area, followed by periodic canvassing throughout the program year. At the time of the spring evaluation site visits the RAPs had assessed the handicap needs of 78 percent of Head Start grantees. (This figure is based on thirteen RAPs.) The Nashville RAP has assessed 100 percent of their grantees for next year but technically it did not do an assessment of needs for the current program year, since the last assessment was conducted in July-December, 1977, for the 1977-78 program year. In response to directives from the Regional and National Offices of ACYF, Nashville RAP this year conformed to the assessment process adopted by other Region IV RAPs. The needs assessment task is not required under the grant with the Alaska RAP, but they have assessed one of the three grantees in their service area. The results have not been included in the overall 78 percent. Two RAPs, Mississippi and Portage, have assessed 100 percent of the grantees in their service area. Chapel Hill, NYU and Mile High RAPs have assessed 95, 95 and 91 percent of the needs of their grantees respectively. Los Angeles showed the lowest return, 30 percent, on formal needs assessments, however, 100 percent of the grantees have been informally canvassed.

The needs assessment task provides RAPs with a continuous point of contact with grantees and offers an opportunity to meet specific needs with either service or materials. Two RAPs, Mile High and New England, use the information received from the needs assessment to develop individualized T/TA plans for each grantee. Chapel Hill, Nashville, Mississippi, Texas Tech and Portage RAPs have developed a separate needs assessment for teachers. These RAPs feel that the needs identified by teachers differ enough from those noted by directors and handicap coordinators to warrant the addition of the separate needs assessment. Teachers are the only recipients of the needs assessment in Region VI. At least three RAPs found that another contract requirement, mainstreaming conferences, cut into the time allocated for needs assessments.

Procedures for the collection of needs assessment responses vary and some RAPs utilize existing regional systems for gathering the information. There is no contractual requirement obligating RAPs to a given format, content or procedure for carrying out the needs assessment. Five RAPs send grantees forms to be filled

out; these are followed by telephone calls for additional information. Three RAPs inform the grantees by mail that they will be calling to gather the information by phone. Texas Tech disseminates assessment forms to grantees through consortium lead grantees and Regional Training Offices. PUSH has worked with the Regional Office on the development of a uniform Functional Job Assessment (FJA) form used by all contractors in the region to collect assessment information on all Head Start components; findings from the handicap component are returned to RAP via the State Training Offices that collect the information from grantees.

In Region IV, where a network of Specially Funded Handicap Coordinators (SFCs) has long been established, needs assessment forms are jointly developed by the RAPs, and are disseminated and collected via the SFC network. The Chapel Hill RAP tallies needs and computes the findings by grantee, cluster, state, RAP service area and region. Alaska and Hawaii RAPs conduct the needs assessments on-site due to inadequate phone and mail communication systems. And several RAPs work with grantees at workshops to assess needs and offer some technical assistance.

The needs assessments are conducted primarily in the spring of each year so that grantees can use the results to prepare for pre-service and in-service training in the summer and fall. Last year most RAPs conducted needs assessments in the fall, but now only five RAPs do so. Two RAPs, Alaska and Los Angeles, conduct ongoing needs assessments; the former contacts its grantees almost weekly and the latter contacts grantees quarterly for informal needs assessments.

The assessments have enabled RAPs to determine the greatest needs of the Head Start grantees for their handicap effort. Most frequently cited is the need for more training and information on specific handicapping conditions, according to nine RAPs. It would be fair to note that this need is probably an outgrowth of the training grantees received during the year on mainstreaming handicapped children. As one RAP put it, "they (the grantees) are hungry to learn as much about handicapping conditions as they can get their hands on."

The next need most frequently mentioned by RAPs is assistance with the development of Individualized Education Plans (IEPs) and the individualization

of programming for handicapped children. Diagnostic and assessment services were mentioned by five RAPs. Working with parents and involving them in various activities of the Head Start's handicap effort was a need expressed by four RAPs. Other frequently cited needs include unspecified training, development of handicap plans, recruitment, materials, information on training techniques and behavior management techniques, bilingual services, and assistance with developmental continuity.

A telephone canvass is performed quarterly by seven RAPs. Two of these make periodic canvass calls three times a year, and five have no formal schedule. Hawaii is in contact with grantees in that state weekly. The purpose of the canvass varies but primarily it serves as a periodic reminder that RAP services are available; it identifies needs that may have arisen since the formal needs assessment; it serves to notify grantees about coming events, and at times RAPs use the canvass to gather information on some pointed issue. Two RAPs tend to contact only those programs who have experienced problems in the past and who have shown weaknesses in various aspects of their handicap effort.

Task 2: Conduct State Training Conferences on ACYF Manuals on Handicapping Conditions

Because Head Start teachers have a significant percentage of America's handicapped children in their classrooms, ACYF mobilized its resources to give its teachers the support they need to mainstream handicapped children into their centers. Head Start developed a set of resource manuals to bring concrete, practical assistance to teachers and charged the RAP network with training teachers to use the manuals in order to assure their ongoing use as working documents.

This new task was added to the RAP contract this year and required each RAP to sponsor a minimum of one training conference per state. Using outside experts as well as Head Start resource persons and their own staffs, the RAPs had to provide something equivalent to a two day training workshop for teachers in each of the states they serve. Their target audience in each case was clearly Head Start teachers. Announcements of the conferences specified that grantees should send classroom personnel to the conferences. Directors, handicap coordinators, auxiliary service staff, parents and guests would be accommodated to the extent space permitted.

To facilitate this training effort, ACYF contracted with NYU RAP to write a training manual which would "provide a measure of uniformity nationally...on the generic and specific concepts in mainstreaming handicapped children in Head Start."*

The training manual is a clear, well-organized step by step guide to workshop leaders as they plan and implement the two day conferences. It suggests time lines for pre-conference planning, and rotations and groupings for the sessions in situ. Attention is paid to such details as the arrangement of chairs and the duplication and preparation of materials.

For Day 1, the writers devised training strategies and techniques to train participants on three generic concepts of mainstreaming: parent-teacher relationships, individualized planning, and expectations and techniques. They were designed to accomplish the following:

*New York University SCE, Region II RAP, Mainstreaming in Head Start: Training Strategies for Introduction to Generic Concepts and Specific Categorical Skills of Mainstreaming

1. Convince staff of the necessity for open, supportive and regular communication with parents.
2. Orient staff to the sources of assessment information and their interrelationship for individualized planning.
3. Expose staff to considerations when setting expectations for children and selecting teaching techniques.*

Day 2 was conceived as two half day sessions, each providing specific information on handicapping conditions. Because RAPs were to use field experts as workshops leaders on Day 2, training objectives rather than strategies and activities were made explicit:

1. Increase confidence in carrying out mainstreaming responsibilities by receiving needed information.
2. Motivate staff to increase their use of resources in meeting the special needs of children, thereby enhancing ongoing professional development.**

The training aid was premiered at a national RAP meeting in Keystone, Colorado early in the contract year. Although not a written mandate, ACYF encouraged RAPs to use the guide and to attempt to reach one third of the teachers in each of their service areas.

The importance of the training effort was distinctly communicated to RAP contractors and was a top priority for both RAPs and ACYF. In the task ranking exercise, both ACYF and the RAP projects selected manual training as their second most important task.

RLA evaluators collected information, both statistical and impressionistic on the training task. Table 3, Characteristics of Mainstreaming Conferences, 1978-79, exhibits for each RAP the number and location of the conferences, the number and percentage of participants, the number and percentage of attending grantees, and the number and types of requests generated by the conferences.

The RAP network sponsored a total of 144 conferences; the average number of conferences per RAP was eight. Eight thousand six hundred and sixty (8,660) teachers were trained, a figure representing approximately 38 percent of all Head

* Ibid.
** Ibid.

TABLE 3
CHARACTERISTICS OF MAINSTREAMING CONFERENCES, 1978-79

RAP	# of Conf's	Trainees			Totals	Grantees		# of Trs from Conf's	Transaction by Type								
		Teach. Staff ^a		Others		G	Z		Materials	Training	TA Gen.	TA Child Specific	Hc & Cond. Specific	ISPs	Materials on 94-142	Other Materials Info	Trng. on Other Materials
		P	L														
ME	8	538	452	133	671	71	972	b		x		x	x				x
NYU	9	620	59	181	801	68	89	c	x							x	x
PUSH	7	384	11	184	568	118 ^d	77	148	x							x	x
CH	10	870	26	130	1000	123	99	200 ^e	x						x	x	x
MASH	5	870	50	240	1110	83	98	300 ^e		x							x
MISS	8	729	25	87	816	23	100	30			x		x				x
U of I	9	1143	21	529	1672	103	90	31					x			x	x
PP	9	505	29	144	739	72	87	450	x				x	x		x	x
REG. VI	8	756	18	225	981	147	91	8	x							x	x
REG. VII	39 ^d	940	93	313	1273	61	90	143		x		x					other
MI	6	275	30	130	405	48	87	100	x			x				x	other
LA	12	602	34	275	877	60	100	57	x		x				x	x	x
MAN	2	31	20 ^f	20	51	2	15	1								x	no request so far
U of M	9 ^g	214 participants			214	47	100	47		x	x					x	x
AL	3	73	100 ^h	45	118	3	100	43					x			x	x
TOTALS	144	8660	382	2636	11296	1033	882	1582									

NOTES: a = Includes teachers and teacher aides

b = Estimates unreliable because requests are made directly to resource providers

c = Estimates unreliable because requests come through handicap coordinators

d = Includes delegates

e = Predominately 1 day training sessions

f = RLA estimate

g = RAP estimate

h = First day only, 152 received 2nd day content

Start teachers. The reader should note that these figures do not reflect the number of teachers who were subsequently trained by participants (e.g., the 600 teachers trained in Puerto Rico by the 81 trainers whom NYU RAP trained). An additional 2,636 "others," as described earlier, brought the total number of people trained to 11,296. The number of grantees who were trained was 1,033.

A conservative estimate of the number of requests generated by the conferences is 1,582. Most of these requests were for more information, materials, and resources, and several for more manuals. Almost all RAPs reported that formal and informal feedback from their grantees indicated that they would welcome training on other manuals.

Training Conferences by RAP

The following strategies and accounts characterize the industry of each of the RAP projects, but cannot begin to capture the scope of their ingenuity and energies.

Immediately following its new director's arrival on October 16 New England RAP met with conference planning committees in each of the New England states. Committees always included a staff member from the State Training Center (STC), a teacher, a Head Start director, and a handicap coordinator, as well as a RAP staff member. Each committee determined the role and responsibility of the STC, the number of participants from each program (i.e., one person from each classroom, plus an additional two slots for advisory personnel), the site and dates of the conferences, the structure of Day 1, the structure and content (i.e., which four disabilities) of Day 2, a list of consultants to be considered by RAP for presentations, and the role of Westinghouse Systems.

Day 1 at all conferences was based on the NYU RAP training manual, and in each case responsibility for its implementation and financing was assumed by the STC's, or in the case of Western Massachusetts, the training cluster.

Presenters chosen were specialists who were 1) committed to the concept of mainstreaming, 2) familiar with Head Start, and 3) experienced with preschool handicapped children. Health Impairment workshops were frequently presented by the Westinghouse Health Liaison specialist personally.

As suggested by the training manual, pre-registration forms were mailed to each grantee. RAP then distributed the pre-registration preferences among the four disabilities being presented, and, when possible, redistributed participants from an overbooked section to other sections to allow a program to have exposure to all four topics. State planning committees had been encouraged to choose those topics which represented high and low incidence within their own programs in order to strengthen teachers' skills with the children with whom they were already working, and to build the capacity within staffs for engaging children who might have different and/or more severe handicapping conditions.

Manuals were distributed at the conferences, and are still being mailed to programs. Each classroom will eventually have its own set.

Eight workshops were held in all six New England states reaching 71 grantees (97%). Two grantees did not participate due to weather. Five hundred and thirty-eight (538) teachers were trained, as well as 133 handicap coordinators, education coordinators, parents and parent involvement coordinators, bus drivers, and supervisors. New England RAP estimated that 45 percent of their teachers were trained; this was difficult to determine precisely because of the high turnover rate within programs in their region and because of the significant number of expansion centers.

At all conferences, New England RAP offered participants the choice of two of four sessions. In Rhode Island, they presented a session on learning disabilities as part of the first day's routine, and offered a choice of two on the second. The Vermont planning committee, responding to staff requests, arranged one session beyond the manual topics, and held a session on mainstreaming pre-schoolers with allergy problems and resulting behavior and learning problems.

At the time of the mainstreaming conferences, New England RAP committed themselves to following up with specific training and technical assistance in the spring, as soon as they were able to sort the requests from grantees.

In anticipation of the conferences NYU RAP staff sent a "Hold Date" notice to each Head Start, followed by a letter from the Regional Office encouraging programs to use their PA26 funds to send teachers, and to enlist parents and volunteers as substitutes in the classrooms. RAP staff subsequently called every program to register participants.

The RAP held nine training workshops in New York, New Jersey, the Virgin Islands, and Puerto Rico, reaching 68 of 76 grantees (89%). Eight programs in upstate New York were unable to attend because year-end funds would not allow travel. NYU RAP staff trained 620 teachers, on the mainland and in the Virgin Islands, and 81 trainers in Puerto Rico who in turn trained an additional 900 teachers during six cluster conferences on the island. One hundred and eighty-one (181) educational directors, handicap coordinators, managers, regional handicap coordinators, and the Region II Office director joined the sessions as participants. Not including Puerto Rico, 59% of the region's teachers have been trained.

Planning for the conferences on the mainland was carried out in cooperation with Head Start directors and coordinators of services to the handicapped (CSHs) and, in upstate New York, RAP piggybacked their conference with the regional training officer's conference. Selection of topics was based on needs assessments gleaned from Head Start directors and CSH's. Cooperation among some Head Start programs was notable. South Jersey donated facilities, arranged for people to unload the manuals from the truck, and closed their centers for two days.

Day 1 presenters were primarily RAP staff who focused on the generic concepts outlined in the training manual, and was adapted slightly in format, though not in content, when scheduling needs required alteration. Day 2 offered participants a choice of two out of three or four workshops (with the exception of Southern New Jersey at which sessions were held only on emotional disturbance and speech and language impairments.) RAP staff personally chose each of the specialists leading a workshop, selecting only those which had had prior Head Start experience, and making certain that their ethnicity reflected the populations which whom they were working. Some of these consultants have been so effective that RAP has faced the dilemma of losing them to Head Start programs who are hiring them independently to replicate the workshops. Westinghouse paid transportation costs for health consultants.

One hundred and ninety-four cases of manuals were delivered to the sidewalk in front of the NYU RAP, and left there by deliverymen whose job it was not to carry them indoors. RAP staff did manage to store them inside, and distributed them to each grantee and delegate at the conferences.

The NYU RAP staff was pleased to have been able to devote full attention to Puerto Rico and the Virgin Islands this year. They traveled to the islands in the fall to plan dates, sites, and workshop content with grantees there. Two day workshops were held in St. Croix and St. Thomas in the Virgin Islands. Planners adapted the training activities to include a number of "hands-on" activities and materials. The first half of the second day was spent on health impairments, and the second half on children with developmental delays.

Taking the training guide with them, RAP staff suggested to Puerto Rico administrators that RAP train the trainers, who could then train Puerto Rico's 630 Head Start teachers; they also arranged to have the training guide adapted and translated into Spanish to assure its local applicability. Two day conferences were held for each of the two grantees in Puerto Rico. The Spanish translation of the training manual was furnished to trainers, and sets of the ACYF manuals to each program for their distribution and use. Trainers were given the rationale for every training technique, as well as "what to do if" contingency plans. They did not focus on specialties, rather on strategies and techniques such as how to group people, and why to group people. The RAP stayed for an extra day to share ideas and experience on how to set up a conference, i.e., the logistics of registration, finding facilities, arranging meals, orienting leaders, and so forth. The Westinghouse Health Liaison Coordinator was included in this meeting.

It had been necessary to add one day to the state conferences in upstate New York and New York City as well. At Director's Association meetings in both locales, arguments were made for an additional training day for supervisory personnel so that supervisors could know what information their staffs were being given and would be able to follow through with training during the rest of the year. NYU RAP agreed to do so, and were able to present the material in such a way that supervisory staff and teachers had to share their experiences in order to supplement the information and materials each received.

Throughout the region RAP is currently providing follow-up TA and materials to programs who wish to replicate the training for their full staffs.

PUSH RAP interpreted their contract literally and arranged all of their conferences in the fall rather than through the winter and spring. RAP staff held seven conferences, one in each of the four states in Region III and the District of Columbia. Two were held in Pennsylvania to make it possible for teachers to travel the greater distances in that state. More than forty trainers reached 118 grantees and delegates (77%) between October 26 and December 1, 1978. PUSH RAP had invited three teachers and one administrative person from each grantee. Teachers and teacher aides who attended numbered 384, or 11 percent. The RAP estimates that Head Start teaching staff (including TAs) number over 4,000 in their service area. In order to reach one third of the teachers, they would have had to conduct several more conferences in each state. The reasons given by the 36 programs unable to attend were: costs for traveling the distance to workshops was too high; programs offering day care could not spare the staff, nor could they afford substitutes; expansion programs felt it was too soon for them to be off-site. Programs which did attend sent 184 directors, educational directors, handicap coordinators, social service and health staff who were trained as well.

Preliminary planning, site selection and the invitation of participants took place in the late summer. An animated "Paul Revere" heralded the upcoming event on colorful announcements. This patriotic motif was carried through on the workshop packets presented to each participant, the face sheet of which simulated a Declaration and proclaimed that "If a child is having trouble learning, you can determine which part of the process is causing difficulty and work out a specific remedy."

RAP used relatively more specialists for presentations because they presented eight handicapping conditions in Maryland and Delaware, seven conditions in Virginia, West Virginia, and Central/Eastern Pennsylvania, and six in the District of Columbia. Day I was presented primarily by Project PUSH (BEH) staff with the assistance of the Region III Head Start Resource and Training Center, the Georgetown Medical Center UAF, the United Planning Organization Urban Services Agency, and State Departments of Education. Most of the sessions on Day II at six of the seven conferences were presented by the developmental disabilities staff of four University Affiliated Facilities in Region III, i.e., JFK Institute of Johns Hopkins, WVU, Temple University, Georgetown University

and the Delaware State Department of Public Instruction. In Delaware the RAP relied heavily on the SEA to secure all specialists for conference workshops. Trainers listed above were joined by workshop leaders from PUSH RAP, the State Departments of Education, West Virginia University, and the Maryland School for the Blind.

Participants chose two of the eight, seven, or six offerings, and clearly expressed an interest in attending more than two sessions on specific handicapping conditions. RAP staff felt the first day of the conferences could have offered more advanced training to the teachers in their Region. PUSH RAP adapted the sessions and made an extra presentation to teachers working with children aged 0-3 when they presented before staff at a Parent/Child Center in Washington, D.C.

Manuals were initially distributed to each program at the conferences with order forms provided for programs needing additional sets.

PUSH RAP did not themselves provide follow-up training to programs in their region, but some training was offered by PUSH/BEH Outreach staff on specific handicapping conditions. RAP also provided materials to three sites to enable them to replicate the training.

Chapel Hill RAP made an active choice to closely involve their region's Specially Funded Coordinators (SFCs) in the design and implementation of the mainstreaming conferences. Meeting with the SFCs and STOs in August, RAP reviewed the geography and distribution of the Head Start programs they hoped to reach. The staff honored the SFCs' request that at least two sessions be held in each state and permitted them to select the handicapping conditions to be offered. In exchange for this tailoring, the SFCs agreed to assume responsibility for local coordination of the conferences; in some cases, the SFC paid for consultants, facilities, and refreshments. RAP always did the mailings, name tags, agendas, and selection of consultants. Although this collaboration necessitated extra work for all concerned, Chapel Hill RAP strongly believes that their receptivity to SFC needs is reciprocated by the SFC's responsiveness to RAP.

RAP staff used last year's impact study to determine the number of teachers in their area and invited each grantee to send one third of their teachers. Grantees determined which teachers would attend the training. Chapel Hill RAP has records of having trained 870 teachers and teacher aides, and 130 directors, handicap coordinators, STOs, and SFCs, but adds that these figures are low as there were additionally a number of "gatecrashers." They further estimate that approximately 26 percent of their teachers have been trained, but again stressed that this was a conservative estimate.

Training for the first day of each conference was usually conducted by Chapel Hill RAP staff with assistance from SFCs and STO staff in the session on Expectations and Techniques for working with handicapped children. Training for the second day sessions was presented by consultants, and at the Florida conference, Chapel Hill staff personally presented two sessions during the second day.

Chapel Hill staff carried out the conferences despite unusually adverse and unanticipated circumstances. One conference site was changed at the last minute. Another conference was snowed out in its second day. And at another university conference site, U.S. Marshalls were present to carry out a federal desegregation order while coincidentally students held a food boycott. RAP staff had to locate a different site for the second day workshops, mimeograph maps and redirect participants to the new training site. Nonetheless, 123 grantees (99%) participated in ten workshops in South Carolina, Florida, Georgia, and North Carolina. One grantee in North Carolina was the only absentee.

Chapel Hill RAP prefaced every workshop with an orientation to RAP, and in Orlando, Florida, closed with a sharing time sponsored by the Specially Funded Coordinator. Participants selected two of three or four workshops at each conference. Manuals were given to each participant at the conference, as well as one set to each agency. Extra manuals were given to the SFC to distribute as the need arises.

Follow-up responsibility is being carried by the SFC network, per their request at the initial planning session in August. They had indicated at that time that they wished to use the substance of the training sessions as topics they could develop at further workshops.

the RAP developed a workshop packet. This packet poses questions which trainees can answer by reading each of the eight manuals, develops activities to promote the use of the manuals as a resource, and outlines directions for conducting the total workshop. The packet was sent to Alabama Specially Funded Coordinators and the Alabama State Training Office. It was given to Tennessee Specially Funded Coordinators at the SFC meeting and will be passed on to the Kentucky Specially Funded Coordinators at the SFC Meeting. Grantees have received the benefits of this follow-up training on the workshop packet at three spring workshops. RAP staff trained 55 teachers and 42 others (14 grantees) at a Tennessee STO state-wide workshop; 90 teachers and 10 others (13 grantees) at a two cluster workshop in Eufala, Alabama, and 5 teachers and 43 others at the Alabama Head Start Association meeting. Together with Chapel Hill and Mississippi RAPs, they were invited also by the Regional Office Director to train the office's community reps in Atlanta on the use of the manuals.

The Mississippi RAP was engaged in two major training efforts this year. As an outgrowth of an IEP training effort developed last year for Head Start Specially Funded Cluster Coordinators, RAP decided to also make the IEP training available to teachers. In the fall of 1978, RAP staff conducted 23 two-day IEP workshops during which almost 1,500 teachers and 150 administrative staff received training on the development of IEPs, appropriate forms and procedures, and the implementation of comprehensive files for handicapped children.

Plans for the manuals workshops were meanwhile in the works and were confirmed in a fall meeting of SFCs, handicap coordinators, education coordinators, and several directors. Head Start SFCs and handicap coordinators selected conference dates, four manuals for focused handicap training, and the number of teachers from each grantee who could attend training. Participating teachers were designated by the local handicap coordinator using two criteria: ability to pass on information to other teaching staff and/or the presence of a handicapped child in the classroom.

Prior to the manuals training conferences, RAP staff brought all workshop leaders together in Jackson for an orientation session. Here they introduced the manuals, gave some background on the process of their development, the intent of the training, and the role of the presenters.

Mississippi RAP trained all 25 of the full year Head Start programs in their state. One program is in session only during the summer, and therefore, was not available during the scheduled conferences. Seven hundred and twenty-nine (729), or 25 percent, of Mississippi's Head Start teaching staff (teachers and aides) were trained in eight conferences, plus 87 handicap coordinators, other component staff, and parents.

At each workshop teachers chose two of the four manuals. Content was adapted to the reading and verbal skills of the audience. Mississippi RAP presented all eight manuals in the total conference series. Some sessions included additional topics, such as hyperactivity, but for the most part discussion followed the proposed NYU training format. Westinghouse provided the consultants presenting the health impairment manual. One set of manuals was given to each center at the conferences.

The RAP staff believe its training over the past two years has been offered in sound developmental sequence, beginning with the IEP sessions for program administrators, followed by IEP training for teachers, and concluding with training on the manuals and specifically on handicapping conditions. All training has been designed and delivered in response to the grantees needs assessments and coordinated with STO and Westinghouse contractors.

There is no formal RAP design for follow-up; the numerous requests are being handled by local providers and SFC's. Mississippi RAP would, however, like to follow-up on needs assessments and then go into depth on selected manuals, perhaps with 25-30 teachers at a time.

The University of Illinois RAP trained 1,143 teachers and teacher aides during this program year. Although RAP staff still attempt to link Head Start programs with third party trainers, they frequently used, and were recognized for, their own expertise as trainers during the manuals training effort.

Early in July, 1978, RAP proposed a schedule of workshop dates to staff at Region V ACYF and the three Head Start Associations with whom they work (Illinois, Indiana, and Ohio). Sites were chosen within driving distance of participating Head Start Centers. Region V ACYF supported the workshops by providing lodging and meals for two days for six Head Start teaching staff members from each grantee.

By the beginning of August, 1978, RAP had canvassed each grantee and most Head Start programs, asking for preferred workshop topics and the number of attendees. Conferees consistently chose the same four topics. University of Illinois RAP thus structured two day workshops covering the generic concepts of mainstreaming on the first day, and four specific handicapping conditions on the second.

All attendees participated in sessions on at least two manuals. Some northern Indiana and all downstate Illinois participants attended four sessions on the manuals; Chicago DHS and Chicago CEDA grantees and delegate agencies had staff trained in five manuals; the training in Cincinnati provided workshops on four manuals. Any grantee sending more than one attendee to the workshop had the benefit of from four to five in-depth workshops.

Because of the size of the two Chicago grantees, the RAP counts the city as a fourth state. RAP held training sessions for Head Start staff there later in the year, following the orientation of personnel in Chicago's expansion centers. Structure here differed slightly in that one mainstreaming workshop (Teacher Expectations and Techniques) and six handicapping conditions (9 sessions) were presented each morning and afternoon to allow one half of the Chicago grantees' personnel to attend one day and half the next.

Following each state conference, RAP staff determined which grantees had not been able to participate in the manuals training and offered them make-up sessions. RAP then invited non-trained staff to clustered workshops so that they could share costs and choose from several topics. One cluster workshop in Indiana and two in Ohio were arranged by RAP staff, as well as two on site workshops (one in Chicago and one in Cincinnati) during February and March. Grantees were informed that manuals would be available to them after they had attended the workshops.

In total, University of Illinois RAP staff trained 105 of 117 grantees (90%) at nine conferences. Among the non-participants were one in Illinois which was not in session, and two in Indiana and nine in Ohio which were not interested. In addition to 1,143 teachers and teacher aides, 529 education, social service, and parent involvement coordinators, speech therapists and

teachers in their region. Project LATON staff assisted in the effort by cross-referencing all manuals materials with Head Start Performance Standards, and were among the trainers for Day I.

Texas Tech RAP held eight conferences to train 147 grantees (91%) within the five states in their jurisdiction (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas); four of the eight were held in Texas. Fifteen programs did not take advantage of the training this year; the RAP had learned from two of the programs in Central Texas that they had found the distance too great to travel. Seven hundred and fifty-six (756) teachers and teacher aides, and 225 administrative staff, parents, and others, totaling 981 participants, have been counted as present at the workshops. Texas Tech RAP estimated that 18 percent of their teachers attended the training.

In West Texas, teachers chose three out of three sessions to attend. Participants were forced to exit hurriedly from one of these sessions when a bomb scare created a minor interruption. The Educational Service Center in South Texas made it possible to offer five topic areas, from which attendees chose two. All other conferences allowed for two out of three. RAP had selected the topics from an analysis of the needs assessments they had received. All conference participants will receive training certificates from TTU/RAP.

RAP arranged to meet with Head Start directors on the second day while teachers worked with consultants and colleagues in sessions on specific handicapping conditions. RAP hoped, by giving supervisory personnel an overview of the manuals training and some sample materials, to give rise to options for expanded in-service training, to increase their supervisors' awareness of handicap resources, and to enlist their support for ongoing teacher involvement with the manuals and RAP training activities.

Because Texas Tech RAP's contract had not been awarded at the time of publication, they did not appear in the listing in the mainstreaming manuals. Consequently, the RAP stamped their name into every manual before handing them out at the conferences. So popular were the manuals at the conferences that RAP staff were driven to camouflage them with a sheet after their supply was prematurely depleted at the very first conference.

No follow-up training or technical assistance has been planned, but in response to programs' requests for the NYU RAP training manual, Texas Tech RAP is sending some of all the materials teachers received plus a guideline to use so that directors can follow-up on their own in-service training.

The University of Kansas RAP set a goal of delivering training on-site to every grantee in the region. Consequently, it approached the conferences very differently, using one day "institutes" to focus on the manuals and their use as illustrations of the mainstreaming process, rather than on specific handicapping conditions. Realizing that the Head Start programs had long been asking for specific training, e.g., writing an IEP, and that staffs tend not to be as interested in a specific handicapping condition until they have a child with that handicap in their classroom, RAP decided to use a "process approach" to introduce the manuals. This approach walked teachers through the processes of assessment, individualized planning, working with parents, and use of resources for a handicapped child. Two manuals, and primarily the manual on mental retardation, were used throughout the conference day as a guide to illuminate the process. It became unrealistic for RAP staff to identify and involve outside consultants in each community and therefore RAP staff conducted most sessions themselves.

Teachers used these training sessions to air specific problems they had working with handicapping conditions, diagnostic procedures, and methods for involving parents. Discussion about individualization led to a discussion of IEPs. In Topeka, Kansas, the workshop was designed to include a session on IEPs.

RAP also used the newsletter to accentuate information the ACYF manuals would provide on the specific handicapping conditions teachers had expressed most interest in. Each of four newsletters have focused or will focus on one of the four most frequently cited in previous needs assessments. The newsletters outline definitions, techniques and resources to be used by adults seeking assistance or more information in living or working with children with special needs.

The University of Kansas RAP held 39 "institutes" in Region VII, reaching 61 grantees in Iowa, Kansas, Nebraska, and Missouri. Grantees were clustered in the first three states, but this was not feasible in Missouri. Training for 48 of the

grantees had been completed at the time of RLA's site visit and an additional 13 grantees were trained in April and May, bringing the percentage of grantees reached to 90 percent. Six programs have elected not to participate. Nine hundred and sixty (960) teachers, or 95 percent, have been trained, as well as 313 others, including aides, home visitors, social service and parent involvement coordinators, directors, cooks, bus drivers, parents, community rep's, CETA trainees, speech pathologists, nurses, foster grandparents, and bookkeepers.

As was reflected in evaluation team discussions with so many other RAPs, University of Kansas RAP very much enjoyed working with teachers whom they view as being on the firing line, RAP staff felt that it was important to have an opportunity to work directly with teachers every two or three years, and would in future contacts use more of the NYU training concepts to facilitate an exchange of ideas among themselves.

Manual sets were carried to each Head Start teacher and central office staff. Additional sets were forwarded as soon as they were received. RAP staff reported that they referred all requests for follow-up training to a regional contractor at the request of the Regional Office Health Handicap Specialist.

Mile High RAP traveled to each of the six states in their wide-spread western region. Head Start Directors were tapped in each state for a consensus on workshop dates, sites, and topics.

Programs in Montana, North Dakota, South Dakota, and Wyoming agreed on two handicapping conditions as topics. Colorado pointed to the great diversity of needs in their state, and Mile High RAP agreed that presentations on four handicapped conditions would be more appropriate. Utah Head Start directors were very clear that their programs uniformly wanted to confine their training to in-depth work on emotional disturbance and behavior management. RAP also arranged an orientation to the mainstreaming conferences for the Utah directors in September.

Mile High trained 48 grantees (87%) during six workshops in Region VIII. Of the seven grantees unable to attend, one Montana program got snowed out en-route; one Wyoming program was on spring break; four programs in Colorado had no

training money, an in-depth SAVI, a traditional community which resisted having members away overnight, and a spring break, respectively; and one program in South Dakota felt it received adequate training from its own efforts. Two hundred and seventy-five (275) teachers and teacher aides were trained in addition to 130 handicap coordinators and other component staff. Mile High staff estimated that 30 percent of the teachers in their area have been trained.

The distance to be traveled precluded the RAP's carrying manuals to most of their workshops. They frequently drove, then flew, then drove, then walked to a site. Hence, manuals were mailed to programs from the RAP office in Denver. This unfortunately dimmed some participants' immediate recognition of the training they had received as training on the manuals.

Mile High staff designed most of their workshops to include the perspectives of several of the agencies with whom they collaborate. Presentations were made by the state advocate in Colorado, Montana, North Dakota, and Utah on the rights of the handicapped and their families. The Montana training days included a third day to allow for field visits to nearby programs for handicapped preschool youngsters and a two hour session with a local child study team to role play, share case studies and discuss practical ways to develop such teams to develop active family participation. Representatives from state councils on learning disabilities spoke to "a parent's perspective" in North Dakota and Utah. SEAs in South Dakota, Montana and Utah shared perspectives on collaboration efforts between their states and Head Start. The regional ACYF representative shared the welcoming podium with RAP staff members in Utah as well.

Mile High RAP made a commitment to provide one day of on site follow-up training to one third of the programs in each state (this equalled 18 training days). RAP staff responded to formal written requests on a first come first serve basis, and have received these from 17 programs thus far. When possible, Mile High has brokered the service, preferring to link programs up with a local resource.

Los Angeles RAP demonstrated its own persistence in bringing the manuals training to teachers. When seats were bolted into stationary rows and noise levels rose too high, RAP staff took their groups outside to form a circle on the grass. Like Denver RAP, they frequently had to travel long distances to reach training sites, but managed to make the necessary and innumerable arrangements regardless.

Los Angeles RAP received strong support from the local and cluster Head Starts, public schools, and resource providers, who, among other things, located and rented every site facility. Head Start programs also frequently made the necessary mailings and arranged for workshop consultants.

Because their contract year begins in October, staff planned 12 training conferences between February and April, 1979. The RAP enjoyed a one hundred percent participation rate from their grantees with all 60 grantees in the region in attendance. The RAP has trained 602 teachers and teacher aides in California, Nevada, and Arizona, or 34 percent of the Head Start staffs in those states. Grantees also sent 275 directors, handicap coordinators, and other component staff to the training conferences.

Many of the agencies with whom the RAP has an ongoing working relationship were included in the planning and implementation of the conferences. This cooperative effort involved Training Local Sites in California, LEAs, Head Start Handicap Project (ACYF IX), Arizona State University, California First Chance Network and Westinghouse specialists from the beginning. Staff also coordinated the planning with grantee handicap coordinators in order to be aware of the current concerns and priorities of Head Start teachers working with handicapped children in the states the RAP serves. Most grantees indicated a preference for sessions on the following conditions: speech and language, mental retardation, emotional disturbance, and learning disabilities. In all but one conference, RAP staff presented participants with a choice of two out of four topics; in Nevada grantees indicated that they would prefer to limit sessions to in-depth explorations of two handicapping conditions.

The RAP feels that their visibility increases with Head Start visibility. They have had great interest shown in the manuals among state personnel working on the California state plan, and have used the NYU training manual to develop a growing rapport with the California State Department of Education.

RAP staff distributed the ACYF manuals to conference participants in three ways: 1) a complete set was mailed to every grantee and delegate; 2) individual manuals were distributed to each participant in each topic workshop; 3) additional sets are being made available to requestors on a first come, first serve basis.

The Los Angeles RAP will be offering follow-up training to grantees requesting such. They held a one day follow-up training workshop in San Diego at which they trained coordinators who will return to their own programs to train their own teachers. Further training awaits the arrival of the training manual which NYU is adapting for use by Head Start directors and handicap coordinators.

At the time of the evaluation site visit, Hawaii RAP was in the early stages of planning its training conferences. One two day conference was held in Hilo on the island of Hawaii for one of four Hawaiian island grantees in March. Seventeen Head Start teachers and teacher aides attended the sessions, in addition to health and social service aides, day care staff, a teaching supervisor, special education specialists, and a speech and hearing specialist, numbering 14. Fourteen Head Start teachers and aides and six special educators were trained on Truk later in the spring. Workshops followed the format developed by NYU RAP, offering participants a choice of two of three handicapping conditions.

Manuals were distributed at the conference. In addition, every grantee has received a set of manuals by mail. The Hawaii Island grantee has arranged a follow-up workshop through the RAP for parents on the subject of child abuse.

RAP staff is traveling to Samoa at the end of June to train Head Start personnel for three weeks. Tentative plans are to schedule conferences in Oahu and Kuauai in September.

Plans have been formed to hold a July-August training conference for the balance of Hawaii RAP's grantees in Guam, the Marshall Islands, the Confederate State of Micronesia, and the Commonwealth of the Mariana Islands. Per the request of the grantees in these islands, who feel they have been surfeited with "short trippers," the RAP staff will spend two weeks in Saipan with central Head Start staffs. Following this block of time centered on mainstreaming concepts and the use of the manuals, RAP staff will spend the next week collaborating with central staff for each of the eight districts on the training of Head Start staffs.

Saipan has made arrangements to receive university credit for the month of training they will receive.

RAP staff will be assisted in these training efforts by consultants they have located in Truk, Guam, and Saipan, as they have been anxious to identify resource people to whom grantees can return for ongoing assistance. RAP's already difficult task of finding consultants in an area where resource providers are scarce is complicated by the fact that they frequently have to pair them with translators.

Hawaii RAP has been cautious in their approach to training re specific handicapping conditions, explaining that perceptions of handicaps differ in the Pacific Islands, some languages not even containing the word "handicapped" in their vocabulary. Materials will be tailored to participants reading levels, and in some cases, supplemented by the "Sunshine Series" developed by Alaska RAP.

RAP staff feels that this initial long term investment is critical to building rapport with their grantees, and to getting a clearer understanding of what their needs are and will be.

The University of Washington RAP used draft materials to train Head Start personnel not realizing until Christmas that the manuals had been shipped earlier in the fall and had been stored by the university somewhere else on campus. RAP staff scheduled orientation workshops to introduce the manuals before administrative and teaching staffs during preservice sessions sponsored by the State Training and Technical Assistance Offices (STATOs) in Eastern Washington, Oregon, Idaho, and the Office of Education in Western Washington. Using an overhead projector, the RAP coordinator outlined the manuals personally and presented some training on the mainstreaming of the learning disabled child as well as children with communication and language disorders or children with emotional disorders. Participants were told manuals would be mailed to them as soon as they arrived at the RAP office.

In anticipation of the orientation effort, University of Washington RAP went to state and Region X offices with the draft materials and subsequently met with directors at state T/TA meetings to develop cooperative plans. RAP took that opportunity to ask grantees to inform them of their preferences for topics to be covered. Training sessions were held in tandem with STATO conferences on the

recommendation of STATO and Regional Office representatives who advised RAP that Head Start program funds were limited, and that programs would find it difficult to attend two separate conferences. RAP presentations were limited to one day in order to fit into the STATO calendar.

The University of Washington RAP scheduled an eight hour session in Idaho in September and again in Washington in October in order to make two four hour presentations on two manuals, reaching 22 of 33 grantees in these two states. Sixteen Oregon grantees participated in a two day workshop held in Portland, spending one day on manuals training, and the other working with staffs and directors on strategies for individual children returning to programs, assessment and screening procedures and teacher observation forms. An additional one day workshop in November trained one grantee and five delegates in Seattle, and five workshops held in March and April reached clusters in Western Washington. Total number of sessions was nine. RAP reported they have oriented 47 grantees (100%) to two handicapping conditions. Two hundred and fourteen (214) people were trained including teachers, directors, parents, handicap coordinators, and health liaison staff. University of Washington RAP was unable to estimate what percentage of their teachers had been trained.

Later data collected by the evaluators from Head Start programs who had attended the orientation sessions revealed that, unlike RLA's experience with Head Start programs in other RAP areas, respondents in Region X did not often associate the training they had received with the manuals. RAP attributes this vagueness to the gap in time between the orientation participants received to the manuals and their actual receipt of the manuals. It is unfortunate, however, that circumstances have perhaps lessened the impact of these resources.

University of Washington RAP has responded to requests for follow-up training from grantees at the preservice orientation sessions by enrolling 46 teachers in their internship program. Arrangements were also made for workshops with 13 grantees; eight have been completed, and five are in the offing.

As of June, 1979 all eight ACYF mainstreaming manuals have been "Alaskanized" by the Alaska RAP. Without changing the content or format of the manuals, RAP staff outlined each of the eight in easy to read language to make them a

more accessible tool to Alaskan Head Start staff. The 18-25 page outlines offer the gist of the documents chapter by chapter, referring the reader back to specific pages in the original manuals for more complete information. The Alaska RAP brought the first cut of the "Alaskan Outlines" before colleagues at the national RAP meeting in January for their review. Experimental editions were also sent to Head Start grantees who were asked to react to them by April 15. All revisions have now been completed. The outlines are in no way intended to replace the manuals, rather to be used in conjunction with them. Each will be handed out with its appropriate "primary source" ACYF manual at future conferences.

RAP staff met with Head Start administrative staff in the fall to discuss the training on the ACYF mainstreaming manuals they were able to offer. They took their newly outlined materials to training conferences for all three grantees during the fall and winter. All teachers were trained in the generic concepts of Day I formatted by the NYU training manual. In addition to Day I activities, Fairbanks Head Start teachers did receive training on a second day on mainstreaming children with emotional disturbance and children with speech and language impairments. Chugiak Head Start, in two half day sessions in December and January, received training on the social and emotional disabilities manual. Alaska RAP was forced to postpone training on specific handicapping conditions for their third grantee, the RurAL CAP staff, until teachers return to class in the fall. The costs of transporting and accommodating the staff from this grantee's vast and rural service area prohibited a two day workshop this year.

One hundred percent, or 73, of Alaska's Head Start teachers have at least received training on the generic concepts and 15 percent have received training on the manuals, per se. The balance of the training will be done next year. Forty-five (45) field trainers, directors, aides, and specialists were also participants. Presenters were primarily RAP personnel with the assistance of Head Start staff.

In RurAL CAP's Mountain Village, where the school district has hired Special Education Aides for Head Start classrooms in their area, RAP went beyond the content of the NYU format to address basic child development principles, developmental disabilities, and the RurAL CAP referral process. RAP also interpreted Head Start procedures for the benefit of the school district personnel present.

Follow-up plans include training on two or one manuals for two grantees as noted above. Alaska RAP has also arranged to provide technical assistance to Chugiak Head Start on observation and writing individual programs for children.

Percentages of Teachers Who Would Request Further Training on Handicapping Conditions

Of the teachers trained this year, five programs, New England RAP, NYU RAP, Nashville RAP, Portage RAP, and Alaska RAP, estimated that 100 percent of these teachers would request further in-depth training on the specific handicapping conditions in addition to the training this year. Based on the open-ended evaluations they solicited, Mississippi RAP deduced that almost all of their teachers were saying "more manuals training;" Texas Tech RAP and Hawaii RAP indicated that all their teachers would welcome more training as well, though not specifically stated. University of Illinois RAP noted that 75 percent of their teachers would like more in-depth work on the handicapping conditions for which they received training this year, and that 100 percent would like training on all the handicapping conditions. PUSH RAP learned from their teachers that 80 percent would seek additional training on specific handicapping conditions. Chapel Hill RAP and Los Angeles RAP reported 25 percent - 50 percent of their teachers, respectively, would like more training contact with the RAP in order to further develop the training they had received. Mile High indicated that 50 percent of their participants were interested in functional analysis of children, assessment, and learning how to integrate children with special needs into the regular classroom, an emphasis which Mile High strongly supports. The University of Washington RAP has received approximately one request per grantee for further training. University of Kansas RAP indicated that the nature of their training would not have elicited requests for more training on the handicapping conditions as their training emphasis had been on how to use the manuals.

Problems Associated With The Conduct of The Conferences

Perhaps no one had anticipated the Herculean measure of work that would be required by this task. Ferreting out inexpensive auditoriums and halls, arranging for meals and coffeewagons, compensating for unexpected costs, identifying and engaging speakers, accommodating the gamut of expertise among presenters and the

audiences before them -- and most unexpectedly, carrying, sorting, storing and mailing carton after carton of the manuals proved to be a time-consuming and draining twist to the RAP's training role. The new contract requirement which firmly cast RAPs in the role of trainers additionally created some confusion in the minds of existing T/TA systems and Head Start beneficiaries of this training.

Summary

RAPs felt their efforts had made a significant impact on a cadre with whom they had not previously had much contact. RAP staffs' own enthusiasm about the manuals and confidence in the NYU training model they used seems to be reflected in the positive evaluations they received from participants, in the requests the conferences generated for more materials and more assistance, and in the RAPs' projections of the percentage of teachers who would welcome more training.

On site visits and discussions with Head Start programs and SEAs corroborate that RAPs have taken their training mandate seriously, with effective results. They have made earnest efforts 1) to notify all programs of the training, and to expedite their attendance, 2) to encourage the participation of classroom teaching staff, 3) to present those handicapping conditions which grantees have pointed to as priorities, 4) to give specific and practical information to participants, 5) to distribute the manuals to Head Start programs, and in most cases, 6) to provide two days of training, 7) using outside "experts."

If one views RAP as part of the interdependent community of ACYF, an evaluator must also consider to what extent ACYF supported or did not support the efforts of the RAP program. Regional Offices have demonstrated varying degrees of involvement. Some RAPs received clear Regional Office support from the beginning of their planning effort. This came in the form of participation on planning committees, letters to grantees encouraging them to use their PA26 funds to send teachers, and participation at the training conferences themselves; some letters were more perfunctory than others. And some offices were exceptional in their interest -- Region V, for example, paying for meals and lodging for participants.

ACYF's support was apparent in its enabling role: first, contracting for the production of manuals, and then funding NYU RAP to develop a training model which would be synchronous with the RAP network's skills, priorities, and audiences. The project officer had additionally been flexible in her expectations when program realities dictate adjustments.

Task 3: Establish and Update a File of Resource Providers

A total of 4,655 providers of service to handicapped children are catalogued for use by Head Starts through the RAP network. This represents an increase of more than 600 over the previous year. The University of Illinois, Chapel Hill and Region VII RAPs have the greatest number of resource providers; 902, 600 and 618 respectively. Mississippi and Region VI RAPs have the fewest: 61 and 64 respectively. The Hawaii RAP has no provider file established, but the staff have developed a form for providers that will be put into use soon. The Alaska RAP has not set up a formal file but they have identified over 300 providers.

A project-by-project breakdown of service providers is shown below:

<u>RAP</u>	<u>Service Providers</u>
New England	80
NYU	346
PUSH	130
Chapel Hill	600*
Nashville	341
Mississippi	61
University of Illinois	902
Portage	450
Region VI	64
Region VII	618
Mile High	281
Los Angeles	111*
Hawaii	**
University of Washington	371
Alaska	300**
TOTAL	4,655

*Chapel Hill and Los Angeles RAPs have additional files for frequently used resource providers with 50 and 63 entries respectively.

**Hawaii and Alaska have no formal files.

RAPs are beginning to update their provider files by eliminating providers who have not been used or have been unsatisfactory. In their stead proven consultants are added. Some RAPs make frequent and repeated use of a few selected providers, because their services are known to be reliable, reasonably priced or free, and because their services are appropriate for the Head Start clientele. This is the case with NYU, Mississippi, Region VII, Chapel Hill and Alaska RAPs. Portage and the University of Illinois RAPs are proceeding to computerize resource provider files. Efforts are under way at the Mississippi RAP to develop a resource directory for the 26 counties in Mississippi, in collaboration with MESH, a BEH project. The Los Angeles RAP often uses state directories to augment its provider file. The providers catalogued by the Region VI RAP include primarily national organizations and a few state resources. Here plans are being made to expand the provider file. Most RAP staff indicated, and transaction analysis supports the recognition, that most of the services, information and materials are supplied by RAP unaided by resource providers, thus diminishing the need to undertake extensive provider searches.

Each RAP was asked to identify the types of requests for which they seek third party provider assistance. Nine RAPs mentioned training and nine identified direct services to children. Training includes workshops, on site Head Start training and consultation. Direct services to children often required diagnosis, assessment, testing, and therapy. Five RAPs seek materials and information from third party providers. At least two RAPs, Chapel Hill and New England, utilized providers on matters where the RAP lacks expertise. Chapel Hill and Texas Tech RAPs seldom use third party providers. In the case of Chapel Hill, most Specially Funded Cluster Coordinators (SFCs) have access to resources, and a third party is used only when RAP cannot provide the services. The University of Illinois backs up requests with available materials and usually offers a referral to a third party provider or agency.

RAPs vary in their assessments of third party providers. Texas Tech and Region VII RAPs have no formal procedures for assessing the services of providers. New England RAP relies on informal feedback from users. Chapel Hill uses consultants which have been assessed by the SFC network; RAP also enters notations on reactions of users when they update their files. Mile High only evaluates services when the RAP itself is the provider. Since the Hawaii RAP has not set up

a provider file it has no assessment procedure. Seven RAPs (NYU, PUSH, Nashville, Mississippi, University of Illinois, Portage and University of Washington) call Head Starts to solicit feedback after services have been rendered. Nashville, University of Illinois and University of Washington also contact the provider for an appraisal of the impact of their services. NYU selects providers only if they have experience working with Head Start, a knowledge of child development, and a specialization in a particular field. The University of Illinois seeks letters of support for potential providers. These letters are often from Head Starts who have received their services. Some RAPs assess providers through on site observation at workshops or by using evaluations submitted by workshop participants.

Task 4: Provide Service and Materials to Head Start Programs

Providing service and materials to Head Start programs is the task considered first in importance by ACYF and the RAP projects. The task is fundamental to the RAP program, and subsumes other tasks in it. Our analysis of RAP performance on this task also extends beyond service to Head Start grantees and considers the full work load of RAP projects based on an analysis of transactions and service project reports recorded under RAMIS (Resource Access Management Information System).

Refinement of the RAMIS system continues, and recording and coding conventions have become more uniform from project to project, yet sharp differences in the employment of the system persist. These shall be discussed under Task 10 ; here our concern is with the effects of these problems on sizing up real variations in RAP work loads. One problem that evaluators found was that the Hawaii RAP had not yet set up the RAMIS system. Therefore, the evaluators reviewed all file materials, contact logs and correspondence logs and coded appropriate entries. In most cases staff positions are unknown, because the information was unavailable.

The analysis of RAP services differs in two respects this year. First, since most projects have operationalized the service project reporting system, the reports have been added to the evaluation. The effect of this recording and reporting change is that several types of activities, once classified as transactions, are no longer represented in this part of the information system. For example, all training on the ACYF manuals, a major RAP undertaking, is recorded among service projects. Likewise, most facilitation activities with public agencies, such as the development of SEA collaborative agreements, are likely to appear in service project reports. Second, this year the evaluators standardized the reporting time frame for all projects -- July 1, 1978 to March 15, 1979. In the past, the evaluators recorded transactions completed between July 1 and the time of the site visit, causing a mild penalty to the sites visited early in the cycle.

The following section discusses the numbers and types of transactions which the RAP projects have provided during the third program year, 1978-'79. The

TABLE 4
CHARACTERISTICS OF RAP TRANSACTIONS, 1978-1979
(Percents may not total 100 due to rounding)

	New England RAP	NYU RAP	PUSH RAP	Chapel Hill RAP	Nash- ville RAP	Missis- sippi RAP	U of I RAP	Portage RAP	Region VI RAP	Region VII RAP	Mile High RAP	LA RAP	Hawaii RAP	U of W ^d RAP	Alaska RAP
Type															
Brokerage	8 %	6 %	10 %	8 %	6 %	6 %	24 %	8 %	6 %	4 %	5 %	11 %	2 %	9 %	4 %
Facilitation	6	1	3	1	0	3	2	0	6	2	1	2	3	2	2
Training	3	3	7	8	4	4	9	4	5	2	3	6	3	6	1
TA	12	9	2	3	2	6	4	3	2	5	7	14	3	6	6
Service	0	3	1	1	2	1	1	0	3	0	0	7	5	3	4
Information	23	22	18	33	21	31	17	31	35	38	35	24	36	20	54
Materials	48	56	59	46	65	49	43	54	43	49	49	36	48	54	29
Requestor^e															
Head Start	60 %	77 %	81 %	56 %	62 %	70 %	86 %	85 %	65 %	56 %	68 %	88 %	52 %	72 %	21 %
Non-Head Start ^a	37	23	19	35	37	29	14	15	35	43	31	11	44	24	78
U.S. Staff Level															
Director	28 %	33 %	44 %	6 %	21 %	10 %	37 %	18 %	38 %	16 %	29 %	9 %	16 %	32 %	7 %
Handicap Coord.	28	29	34	68	30	55	40	48	21	28	27	51	0	22	5
Teacher	1	2	0	5	28	15	2	16	8	4	23	1	0	0	16
Other ^b	6	26	15	3	6	17	15	9	9	3	9	30	0	25	48
Unspecified	37	8	7	18	15	3	6	9	24	49	12	9	84 ^c	21	24
Provider															
RAP	85 %	92 %	85 %	96 %	94 %	93 %	76 %	80 %	94 %	96 %	93 %	80 %	91 %	95 %	92 %
Other	15	8	15	4	6	7	24	20	6	4	7	20	9	5	8
HC Condition															
Specified	8 %	18 %	15 %	3 %	8 %	12 %	15 %	12 %	9 %	6 %	12 %	19 %	0 %	8 %	12 %
Not Mentioned	92	82	85	97	92	88	85	88	91	94	88	81	100	92	88

Geographic Distributions: New England: 47 % Massachusetts, 13% Connecticut, 12% Maine, 7% New Hampshire, 6% Rhode Island, 5% Vermont, and 10% Other; Region II: 72% New York, 16% New Jersey, 12% Other; PUSH: Delaware 3%, Pennsylvania 44%, D.C. 6%, West Virginia, 17%, Virginia 11%, Maryland 19%, Other 1%; Chapel Hill: North Carolina 29%, South Carolina 17%, Florida 12%, Georgia 16%, Other 26%; Nashville: Tennessee 39%, Kentucky 25%, Alabama 29%, Other 7%; Mississippi: Mississippi 93%, Other 7%; University of Illinois: Ohio 40%, Illinois 35%, Indiana 23%, Other 2%; Portage: Wisconsin 52%, Michigan 21%, Minnesota 23%, Other 4%; Region VI: Arkansas 3%, Texas 57%, Louisiana 13%, New Mexico 11%, Oklahoma 10%, Other 6%; Region VII: Missouri 29%, Kansas 34%, Iowa 6%, Nebraska 16%, Other 15%; Mile High: Colorado 62%, Utah 3%, North Dakota 7%, South Dakota 6%, Montana 14%, Wyoming 5%, Other 3%; Region IX: California 77%, Arizona 14%, Nevada 4%, Other 5%; Hawaii: Hawaii 80%, Trust Territory 12%, Other 8%; Region X: Washington 56%, Oregon 21%, Idaho 11%, Other 12%; Alaska: Alaska 70%, Other 30%.

Notes: (a) Includes SEA's, other RAPs, Regional Office, Resource Providers, etc. (b) Includes personnel, other program component heads. (c) Transaction count taken from RAP files, contact log, correspondence list, and position of requestor seldom identified. (d) Count excludes 561 additional material transactions for requestors outside USA and Region X. (e) Where percentages do not add up to 100 percent, remaining requestors are unknown.

analysis reviews the individual projects, the overall program, and gives comparisons with first and second year findings. A summary of the data appears in Table 4 Characteristics of RAP Transactions, 1978-1979.

Previous evaluation reports have described the inconsistencies in the application of RAMIS across the RAP program and advised readers to use caution in interpretations of the transaction counts. There continue to be differences in the interpretation and application of RAMIS, and here, as last year, the evaluators have decided to depend less heavily on the number of reported transactions associated with each RAP, and to emphasize variations in work load patterns.

Table 5 below shows comparisons of volume, provider type, request type and handicapping condition between the first, second and the third years of RAP operation.

TABLE 5
RAP First, Second and Third Year
Transaction Findings

Year	Volume (Number)	Transaction Type (%)		Provider Type (%)		Handicap Condition (%)	
		Service	Wares	RAP	Other	Mention	No Mention
1976-77	1027	44 %	56 %	69 %	31 %	22 %	78 %
1977-78	3515	61	39	73	22	15	85
1978-79	3448	51	49	89	11	11	89

Volume increased about two and one half times between the first and second year and has steadied at the level of about 3,500 transactions annually. With each year, one new project was added to the network, so that an increase was predicted; the standardized reporting time frame and the implementation of the service project reporting have diminished the rate of increase artificially.

The types of transactions, roughly categorized as services or wares, was weighted in favor of wares in the first year, shifted to services during the second year, and almost evenly separates between services and wares in the third year. The distribution of ACYF manuals on handicapping conditions, along with characteristically heavy production and distribution account for the boost in wares this year.

Since the beginning of the program, RAP has been the chief provider of services and wares to requesting clients. The trend has progressively moved toward RAP as the provider of information, training, technical assistance and materials.

Also reinforcing a pattern established early in the program, the third year transaction analysis shows a work load that is less apt to be characterized by requests that identify a specific handicapping condition. Only 11 percent of the transactions specifically identify a handicapping condition. In the sections that follow, the transaction work load will be discussed under several topics; volume, type of transaction, provider, requestor, and handicapping condition. An analysis of the service project reports will succeed the transaction analysis.

Volume

A total of 3,448 RAP transactions were completed between July 1, 1978 and March 15, 1979. This figure represents a work load comparable to the previous year. In the first year, the average volume per project was 79 transactions, 251 in the second year, and 230 this year. In addition to these each RAP completed an average of 30 service projects.

The low number of transactions, 62, was recorded at the Hawaii RAP. This volume seems very reasonable, as the RAP is new this year and began operations on a delayed funding cycle. We would expect its work load to be similar to that of other RAPs in their first year, and in fact Hawaii's total is close to the average for all RAPs in the first year of the program. Texas Tech, also a new RAP this year, has a volume that is virtually identical to the volume for first year projects, and allowing for delayed funding the Region VI RAP exceeds the first year mark.

The University of Washington RAP has 127 transactions. This count has been scaled down by the evaluator from 688 transactions recorded by the RAP. Most of the transactions not included specify materials developed by the EEU, requested by various individuals and programs outside of the RAP catchment area for the most part, and almost exclusively non-Head Start programs. The 561 requests were recorded by RAP to communicate to ACYF the volume of dissemination made possible, in part, through RAP funding. For evaluation purposes, the inclusion of those materials distorts the count and confuses RAP activities with other EEU activities.

New England, NYU, PUSH and the University of Illinois RAPs range between 143 and 199 transactions. The University of Illinois transaction count was also scaled down, but not substantially. New England and NYU have relatively lower, although respectable, work loads because these RAPs have the smallest staffs and PUSH had one staff position vacant for most of the year.

The next group of RAPs clustered at between 210 and 289 transactions for the nine month time frame are Alaska, Los Angeles, Mississippi and Mile High RAPs. Three RAPs -- Portage, Nashville, and the University of Kansas -- recorded between 316 and 374 transactions. Chapel Hill recorded 508, over 100 of these, like the University of Washington, are out-of-region requests for Chapel Hill developed materials. The evaluator could not separate them from the count because many are from Head Start requestors, but the count at this RAP is disproportionate to other projects and in all likelihood so many recordings are unnecessary, at least for evaluation purposes.

The wide discrepancies in volume, from 62 to 508 transactions, is, in part, the product of a recording system that permits interpretation in definition and coding conventions. No instructions require RAPs to follow identical practices in recording, and some variation is expected given different approaches to internal record keeping, but an average transaction load is about 250.

Transaction Type

Transaction type, discussed earlier, divided the work load into services and wares in order to compare findings with the 1976-77 year when reporting by type was categorized broadly. Wares refer to materials in printed, audio-visual, or tool kit forms. These account for 49 percent of the transactions this year, a moderate increase over the second year. The RAPs were charged with this distribution of ACYF developed manuals on the handicapping conditions and this contributed to the increase in number of material type transactions.

Other RAP transactions are divided into facilitation, brokerage, training, technical assistance, service, and dissemination of information categories. These six kinds of service plus materials, comprise a seven-way classification of transactions, standardized for coding and analysis by the evaluator.

Facilitation: The process of promoting, stimulating, or otherwise fostering action among agencies/organizations which results in benefits to RAP clients or the preschool handicap effort.

Training: Presentations and instruction usually to develop a new skill and often in a group setting, provided or arranged by RAP staff.

Technical Assistance: Advice, input and/or direction usually requiring specific professional expertise most often rendered on a one-to-one basis and usually at the Head Start level.

Service: Treatment, diagnostic work-ups, and/or counsel, offered or arranged by RAP to solve a specific problem usually related to an individual child or parent.

Dissemination of Information: Providing statements, verbal or printed, that would not be included under materials.

Dissemination of Materials: Loaning or distributing wares including RAP products, AV and commercial print upon request.

Comparisons between the second and third years' transactions are found below.

Transaction Type	1977-78	1978-79
<u>Services</u>		
Brokerage	12 %	8 %
Facilitation	7	2
Training	8	5
TA	8	5
Service	NA	2
Information	26	29
<u>Wares</u>		
Materials	39	49

The percentage change is very small within the transaction categories, but all services show a decrease except dissemination of information. Facilitation and training events are apt to be recorded on service projects this year, rather than on transactions, so that actually the work load is under-represented in these classifications.

Table 6 gives the current breakdown of transactions by type. The following comments are based on these data.

- Brokerage -- Eight percent of all transactions were brokered by RAPs. The University of Illinois and PUSH RAPs are the most likely to record brokered services. Hawaii, Alaska, Region VI, and Mile High RAPs are the least likely to broker services.
- Facilitation -- Two percent of RAP transactions fall in the facilitation classification. Only the New England and Region VI RAPs have a notable showing in this category. Most facilitation transactions are recorded as service projects.
- Training -- Five percent of all transactions are classified as training. All RAPs did a substantial amount of training which appears in the service project load. Among RAPs, University of Illinois, Chapel Hill and PUSH show the highest percentage of the training type.
- Technical Assistance -- Five percent of the transactions involve technical assistance provided by RAPs, directly or brokered through third parties. New England and Los Angeles RAPs provide more technical assistance than any other RAP; NYU follows.
- Service -- Two percent of the transactions are of this type. Only Los Angeles and Hawaii shows a notable percentage of transactions in this category.
- Information -- Twenty-nine percent of RAP transactions fall into the "dissemination of information" category. All RAPs have a substantial percentage of transactions in this classification. The Alaska RAP has the largest information count; University of Illinois and PUSH have the fewest information transactions.
- Materials -- Forty-nine percent, the largest portion of transactions, fall into this category. The Nashville RAP has the highest portion of transactions of this type -- 65 percent. Between 17 and 59 percent of all transactions at all other projects fall into the materials category. Distribution of materials by RAP has increased this year because RAPs have been responsible for the dissemination of the eight ACYF manuals on handicapping conditions.

TABLE 6: RAP Transactions By Type
(Percentages)

RAP	Brokerage	Facilitation	Training	TA	Service	Information	Materials
New England	8 %	6 %	3 %	12 %	0 %	23 %	48 %
New York University	6	1	3	9	3	22	56
PUSH	10	3	7	2	1	18	59
Chapel Hill	8	1	8	3	1	33	46
Nashville	6	0	4	2	2	21	65
Mississippi	6	3	4	6	1	31	49
University of Illinois	24	2	9	4	1	17	43
Portage Project	8	0	4	3	0	31	54
Region VI	6	6	5	2	3	35	43
Region VII	4	2	2	5	0	38	49
Mile High	5	1	3	7	0	35	49
Los Angeles	11	2	6	14	7	24	36
Hawaii	2	3	3	3	5	36	48
University of Washington	9	2	6	6	3	20	54
Alaska	4	2	1	6	4	54	29
Average, all RAPs	8 %	2 %	5 %	5 %	2 %	29 %	49 %

Providers

RAPs continue to be their own major suppliers or providers of service, information, materials, etc. to requesting clients. Of all transactions, 89 percent were filled by RAP staff, a significant increase over the two previous years. This trend, established in the initial year of program operation, has been reinforced during the second and third years. The analysis of transactions shows that the usage of third party providers has proportionately and numerically decreased from the previous year; RAPs use third party providers half as often as the previous year. However, transactions do not reflect the extensive use of third party providers that assisted with the training on the manuals.

The most common types of resource provider utilized by RAP are individuals, programs, and institutions with specialties in assistance to the handicapped or staff working with handicapped persons; these are used in about seven percent of the transactions. The ACYF Regional Office acts as the provider for one percent of the transactions; State Education Agencies, Regional and National ACYF Contractors and other miscellaneous resources are called upon as providers in about three percent of the transactions.

Table 7 shows the percentage of transactions filled by each RAP and the percentage requiring the usage of third party providers:

Table 7 : Transactions by Provider Type
(Percentages)

RAP	RAP Provider	Other Provider
New England	85 %	15 %
NYU	92	8
PUSH	85	15
Chapel Hill	96	4.
Nashville	94	6
Mississippi	93	7
University of Ill.	76	24
Portage Project	80	20
Region VI	94	6
Region VII	96	4
Mile High	93	7
Los Angeles	80	20
Hawaii	91	9
University of Wash.	95	5
Alaska	92	8
Average, all RAPs	89 %	11 %

The University of Illinois, Portage, and Los Angeles RAPs are the most likely to record the use of outside resources. Ten RAPs service over 90 percent of all their transactions themselves.

Requestor Type

During the most recent evaluation site visits, field analysts recorded the types of requestors using RAP services, and also noted the staff roles of Head Start requestors. Table 8 presents the data.

About two out of three transactions were received from Head Start clientele. Some RAPs are more Head Start oriented than others. The Los Angeles, University of Illinois and Portage RAPs serve Head Starts almost exclusively, according to the transaction reviews. Non-Head Start programs, for evaluation purposes, include every kind of agency other than Head Start grantees and delegate agencies. For example, requests from resource providers, ACYF regional and national contractors, and Regional Offices are categorized with non-Head Start agencies. Other types of frequent non-Head Start requestors are State Education Agencies, individuals, public schools, and service agencies.

The Alaska RAP serves a relatively more diversified clientele; over 78 percent of the transactions are generated by requestors, not associated with Head Start. Hawaii and the Region VII RAP also show a high proportion of requestors coming from non-Head Start clientele.

In 32 percent of the transactions with Head Start requestors, RAP staff most commonly work with the specialists responsible for handicap services -- the Handicap Coordinator, the Specially Funded Coordinator, or the Coordinator of Services for the Handicapped. The next most common category of personnel with which RAP staff interact is the Head Start Director. Often the director will have shared responsibility for the handicap effort.

In 22 percent of the transactions no staff position was specified. The remaining requests come from other Head Start staff including the health, education, parent involvement, and social service coordinators, nurses, and nutritionists; eight percent of the requests come from teachers, a likely consequence of the RAP training on the manuals which was directed at an audience of Head Start teachers.

TABLE : 8: Transactions by Requestor Type
(Percentages)

RAP	Non Head Start	Head Start	Head Start Staff Level				
			Director	HC Coord.	Teacher	Other	Unspecified
New England	37 %	60 %	28 %	28 %	1 %	6 %	37 %
New York University	23	77	33	29	2	26	8
PUSH	19	81	44	34	0	15	7
Chapel Hill	35	56	6	68	5	3	18
Nashville	37	62	21	30	28	6	15
Mississippi	29	70	10	55	15	17	3
University of Illinois	14	86	37	40	2	15	6
Portage Project	15	85	18	48	16	9	9
Region VI	35	65	38	21	8	9	24
Region VII	43	56	16	28	4	3	49
Mile High	31	68	29	27	23	9	12
Los Angeles	11	88	9	51	1	30	9
Hawaii	44	52	16	0	0	0	84
University of Washington	24	72	32	22	0	25	21
Alaska	78	21	7	16	16	48	24
Average, all RAPs	32 %	67 %	23 %	32 %	8 %	15 %	22 %

Handicapping Conditions

RAP requests tend to be program-related rather than child specific, and only infrequently identify a specific handicapping condition. About 89 percent of RAP transactions do not identify a handicapping condition. These requests run the gamut and include requests from materials, information or service on screening, assessment, normal child development, child abuse, assistance for parents of handicapped children, state and federal laws affecting the handicapped, financial and legal counsel, special assistance for gifted children, and hundreds of other discrete requests that do not specify a particular handicapping condition. RAP projects are also emerging as a source used by public agencies for myriad kinds of information; Head Start RAP staff are called upon to provide current lists of grantees, numbers of children served by handicapping condition or geographic location, interpretation of ACYF policy on service to handicapped children, explanation of the diagnostic criteria used by Head Start, copies of models of collaborative agreements between Head Start and public agencies, and a variety of other information on the internal workings and procedures of Head Start operations.

For those transactions which entail specific handicaps, a breakdown is provided below in Table 9. The handicapping conditions include blind/visually impaired, deaf/hearing impaired, physically handicapped, speech impaired, health/developmentally impaired, mental retardation, emotionally disturbed, and learning disabled.

Those projects with a relatively high incidence of identification of handicapping conditions are also inclined toward a high percentage of brokerage type transactions. Brokered transactions are usually requests for services for specific cases, and therefore tend to be handicap-related. The University of Illinois, Los Angeles and PUSH RAPs have a relatively high proportion of brokered transactions and also a relatively high percentage of transactions identifying a specific handicapping condition. The Hawaii, and Chapel Hill RAPs have the least frequent mention of handicapping conditions.

TABLE 9 : Transactions by Handicapping Condition
(Percentages)

RAP	Trans w/ HC Mention	Specific Handicapping Conditions							
		B/VI	D/HI	Phy Hc.	SPI	Hlth/Dev.	MR	ED	LD
New England	8 %	-	-	1	2	-	1	-	4
New York University	18	2	3	2	2	2	2	2	3
PUSH	15	1	-	2	6	1	-	1	4
Chapel Hill	3	-	-	1	1	-	-	-	1
Nashville	8	1	2	1	3	1	-	-	-
Mississippi	12	1	1	3	2	1	2	1	1
University of Illinois	15	1	-	4	4	2	-	1	3
Portage Project	12	1	1	3	1	3	-	2	1
Region VI	9	-	2	-	6	-	-	1	-
Region VII	6	1	1	-	1	1	1	1	-
Mile High	12	-	1	4	3	1	-	1	2
Los Angeles	19	4	1	3	2	-	2	4	3
Hawaii	-	-	-	-	-	-	-	-	-
University of Washington	8	-	1	-	4	-	2	-	1
Alaska	12	1	2	1	5	-	1	1	1
Average all RAPs	11 %								

During the interview process, RAP staffs were asked to characterize work loads by handicapping condition. Seven of the projects stated that requests did not predominantly specify a handicapping condition. When handicapping conditions are cited, the most frequent specific impairments relate to speech and language development. Both interviews and RAMIS analysis support this. All RAPs except Hawaii identify some transactions specific to this condition. The next most common condition identified by RAP staff is emotional disturbance; RAMIS transactions identify physical impairments as the second most frequently cited handicapping condition. Other handicapping conditions which were recorded from RAMIS transactions are, in descending order of frequency, learning disabilities, emotional disturbance, deaf/hearing impairments, health/developmental impairments, blind/visual impairments, and mental retardation.

Service Project Reports

Service project reports were introduced into the RAMIS system this program year. They represent time-intensive events of substantial magnitude. According to the RAMIS handbook, a service project describes any activity of RAP that is more involved than a transaction and can be identified by one or more of the following elements: a plan with a list of tasks, management by one full-time person, labor of at least one person day, multiple providers and/or requestors, expertise external to RAP for completion, special funding, special permission external to RAP, coordination of several agencies, off-site service, broad dissemination, work over a long time period, aggregation of many similar transactions, or finally, the project cannot comfortably be treated as a transaction. The service project has nine reporting categories: description, purpose, plan, personnel, cost, funding source, dissemination, impact, assessment and is recorded in a narrative format.

In this section we shall present a summary and analysis of service project reports after a brief discussion of the methodology the evaluators employed for collecting and tabulating the data.

While on site at each RAP, the evaluation team recorded all service projects completed between July 1, 1978 and March 15, 1979. The reports were categorized in seven classifications: training, meetings, collaboration, technical assistance, RAP tasks, and development of media. Sub-classifications were then established to

lend further description to the project, i.e., training on manuals, other Head Start training, and training for recipients other than Head Start staff, etc. In the analysis, judgmental decisions were made which in effect boosted or pared down the service project load. For example, excluded from the count are all service projects which recorded activities necessary to the internal management of a project, such as training new staff. Some counts were increased to make reporting comparable; most, but not all RAPs recorded training on the handicap manuals, and for those RAPs that omitted the entry, we adjusted the tabulations. We also subsumed some activities into a single service project where multiple entries were recorded by RAP staff -- if the Advisory Committee meetings had been recorded as a service project then we omitted the additional recording of a mass mailing to all Advisory Committee members, and the latter event is subsumed under the broader topic.

The service project reports give an excellent overview of the substantive activities undertaken by individual projects and distinguish innovative efforts that represent a great deal of hard work. For these reasons they are included in the evaluation report. However, there is enormous variation in the application of the reporting system and, therefore, comparison among projects cannot be made. The service project reporting system is characterized by some of the same problems inherent in RAMIS, these are briefly identified below, because they affect the interpretation of the data that follow :

- Not all RAPs use service project reports; NYU, Los Angeles, Hawaii and University of Washington RAPs had not instituted the system. (The evaluators were able to code service projects at NYU and Hawaii RAPs).
- Service project report forms have been adapted at some RAPs and consequently vary greatly in detail from the originally proposed report. Service projects can range from a few lines to several pages.
- Definitions and interpretations about what constitutes a service project vary considerably. All projects attended the National RAP Meeting; five reported it as a service project. All RAPs produce newsletters; only six reported the activity.

Despite the need for more guidance on reporting procedures, the body of events captured in service project reports constitutes a substantial level of effort. Table 10, Characteristics of Service Project Reports displays the data.

Almost 400 service projects were tabulated after adjustments, imposed by the evaluator, were made; this represents an average of 30 service project reports per RAP. Over half of the reports 203, specify a training activity, and about half of these are training conferences on the manuals on handicapping conditions. Of the other training events, 73 were tailored to specific Head Start staff needs, 23 training sessions were presented by RAP to other groups including Regional Office staff, ACYF regional contractors, BEH programs, professional organizations, and agencies working with handicapped persons.

Fourteen percent, or 57 of the service projects report meetings at which RAPs attended and participated. Of these, 21 are meetings called by Head Start Directors Associations or Handicap Coordinators; 14 RAP Advisory Committee meetings; eight meetings with resource providers, six National RAP meetings, four meetings with Regional Office staff, and four meetings with other groups. Participation at these meetings usually involves some contribution on the part of RAP staff, such as a review of a product, research on an issue, presentation of RAP progress, and so forth.

Provision of technical assistance by RAP accounts for eight percent of the service projects. In the cases of service projects, technical assistance is usually a response to a problem requiring special expertise, usually delivered at the site of the requestor, tailored to an individual issue, and often continuing over time. Examples include the development of a proposal to the ACYF Regional Office on the use of Program Account 26 funding, direct assistance to a Head Start program on referral of children from public schools, and assistance to a Head Start program to set up a part-time and full-time mainstreaming situation for handicapped children.

Various reports are identified in eight percent, or 31 of the service projects. Half of these include mass mailings to grantees, and half include development and dissemination of newsletters, and reports to requestors on Head Start services.

TABLE 10
CHARACTERISTICS OF RAP SERVICE PROJECTS, 1978-1979

	New England RAP	NYU RAP	PUSH RAP	Chapel Hill RAP	Nash- ville RAP	Missis- sippi RAP	U of I RAP	Portage RAP	Region VI RAP	Region VII RAP	Hile High RAP	Hawaii RAP	Alaska RAP
Training													
Manuals	9	9	7	9	5	9	8	8	6	29	4	1	5
Other Head Start	2	4	-	13	-	34	-	2	2	5	6	1	4
Other	2	-	-	-	1	6	1	1	4	2	4	-	2
Percent	51												
Meetings													
Head Start	1	1	-	1	-	6	3	3	5	1	-	-	-
RAP	1	1	-	2	-	-	-	-	1	-	-	1	-
Regional Office	1	1	1	-	-	-	1	-	-	-	-	-	-
Advisory Committee	3	1	-	2	-	1	1	2	1	-	1	-	2
Resource Provider	2	-	-	1	-	4	-	-	1	-	-	-	-
Other	-	-	-	4	-	-	-	-	-	-	-	-	-
Percent	14												
Public Agency Collaboration													
SEA Agreements	2	1	1	1	-	-	-	2	3	-	-	1	-
Other	-	-	-	2	-	-	-	-	1	3	1	-	4
Percent	8												
Technical Assistance													
Head Start	8	-	-	-	1	-	-	-	-	2	2	-	6
Regional Office	2	1	1	-	-	-	-	-	-	-	-	-	-
Other	-	1	1	-	-	-	1	-	-	1	2	-	2
Percent	8												
Publicity													
Press Mailings	-	3	-	5	2	3	-	-	-	-	-	-	2
Newsletters	-	1	2	1	-	-	-	2	-	-	4	-	3
Other	2	-	-	-	-	-	-	-	-	-	-	-	1
Percent	8												
RAP Tasks													
Needs Assessments	1	-	-	1	-	1	-	-	-	-	-	7	-
ANMIS	1	-	-	1	-	-	-	-	1	-	1	-	2
Providers	1	-	-	2	-	1	-	-	-	-	-	1	-
Task Force	-	-	-	1	-	-	-	-	-	-	2	-	-
OTHER	-	-	-	1	-	-	-	1	-	-	2	-	1
ANMIS	NA	1	NA	1	-	NA	-	1	NA	-	NA	NA	NA
Percent	8												
Media Development													
	-	4	1	3	7	3	-	-	-	2	-	1	2
Percent	5												
TOTAL	38	29	14	51	10	68	13	22	25	45	29	13	36

RAP tasks also count for eight percent of the service projects. These include assessment of Head Start needs, implementation of RAMIS and ARAMIS, Task Force activities, contact with resource providers and other methods (distribution of ACYF manuals on handicapping conditions and establishment of a resource library) necessary or selected by RAPs to carry out their contract obligations.

Six percent, or 22 service projects report collaborative activities between RAP and public agencies. These divide equally between ongoing activities to establish written agreements with State Education Agencies on behalf of Head Start and other cooperative ventures with Local Education Agencies, Regional Office contractors, BEH grantees, universities and other advocates for the education of handicapped children.

Five percent, or 18 of the service projects document the development of original media or materials produced by RAP projects for distribution among its clientele. An analysis of service projects for each of the 13 reporting RAPs highlights some of the distinctive tasks undertaken this year.

The New England work load reflects varied types of training and technical assistance: continuing assistance is offered to one large grantee to literally set up a handicap component; together with a BEH grantee, the Head Start State Training Center, and an SEA representative, RAP is preparing a long-term state-wide T/TA plan for Head Start programs; a new grantee, funded under the Head Start expansion, called upon RAP for assistance in identifying providers in the community and obtaining appropriate diagnostic information; RAP provided an orientation session on the handicap component for new Head Start directors and handicap coordinators; and RAP provides ongoing technical assistance to a grantee that has identified a disproportionately large percentage of handicapped children. Another service project describes a proposal developed by RAP for use of surplus PA26 funds to provide intensive training for Head Start staff. Other service projects describe manual training sessions, the beginning of interagency agreements with SEAs in two states, continuing involvement, especially in Massachusetts, with public agencies, the establishment of RAMIS in conformity with other RAPs, several meetings, an update on providers, and assessment of Head Start programs.

The NYU RAP distinguishes itself with the largest number of projects to develop materials for grantees. NYU developed a manual for conducting the conferences on mainstreaming and arranged for its translation into Spanish; produced an issue paper on epilepsy in collaboration with the regional Westinghouse contractor, and reviewed and edited a satellite training program produced by the PUSH RAP. In addition to nine mainstreaming conferences, NYU RAP adapted the training for four large grantees that replicated the training. This RAP also assisted the Regional Office by developing plans for the use of surplus PA26 funds and participated in regionally sponsored T/TA meetings as well as Head Start directors sessions, the national RAP meeting, and three RAP Advisory Committee meetings. One state level agreement is in the works and a couple of mass mailings informed grantees of new developments within the State Education Agency that affect Head Start. Finally, NYU, one of six RAPs to implement ARAMIS this year, has operationalized the system.

Chapel Hill, Mississippi and the Region VII RAPs have led the network in the amount of training undertaken this year. The University of Kansas staff, aiming to conduct mainstreaming training at every grantee, had completed 29 sessions. In addition to this ambitious undertaking, other training was rendered to five Head Start grantees requesting training in the use of the LAP assessment tool, on the development of individual education plans, and on Public Law 94-142. The project has co-sponsored three training conferences with State Education Agencies. At the request of the Regional Office, RAP developed a Self Assessment Validation Instrument (SAVI) that addresses the handicap effort along with a checklist to document compliance. This year the University of Kansas RAP also developed two publications, Plan Your Work, Work Your Plan that is a handbook containing Head Start policy and guidance for serving handicapped children and a booklet outlining the rights and responsibilities of parents of handicapped children in planning their child's education program.

The Mississippi RAP sustained two major training efforts this year; 23 sessions on the development of IEPs conducted at each grantee in the state for both teaching and administrative level staff, and 9 mainstreaming conferences. In the combined training efforts, 2,462 staff were trained. A few other training sessions were conducted to orient new staff to the handicap effort, train in the use of the LAP assessment instrument, develop procedural plans for management

of the handicap effort and train parents of handicapped children. Other service projects show that RAP finalized a manual on procedural plans, revised a directory of handicap coordinators in the state and assisted with the revision of a LAP tool. Other service projects record participation at numerous meetings and conferences with Head Start directors, Specially Funded Coordinators, regional contractors and a variety of resource providers. RAP has engaged in tasks to update information on providers and conduct an assessment of Head Start needs.

Chapel Hill, the third RAP to engage in extensive training this year, conducted nine mainstreaming conferences plus 13 workshops for grantees on topics that include parental rights and responsibilities, IEPs, curriculum development, procedural plans, and use of the LAP. The RAP has also undertaken a few new initiatives this year such as the production of a slide tape on screening, assessment and diagnostic process, a special project on parent advocacy, and review of the training guide produced by NYU for conducting the mainstreaming conferences. The RAP actively participated in meetings and conferences sponsored by resource providers, state educational agencies, and professional organizations. RAP also hosted the national RAP meeting and convened two advisory committee meetings this year. One service project describes the advisory committee members' site visits to Head Starts that RAP arranged so that the committee could evaluate RAP services from the vantage point of the grantee. Service projects also document the computerized needs assessment of both teaching and administrative Head Start staff, updating and distribution of the "portafile" on service providers, institution of ARAMIS, and distribution of the ACYF manuals on handicapping conditions.

PUSH RAP conducted seven mainstreaming conferences and, in collaboration with NYU and Nashville RAPs, adapted the sessions for transmission via satellite to Appalachian states where participants received college credit. The RAP is engaged in the development of a state level agreement between SEA and Head Start on service for preschool handicapped children, and completed and distributed two very professionally packaged newsletters. In an ongoing effort, PUSH worked jointly with the Regional Office and a regional contractor on the development of a region-wide functional job assessment (FJA) used by every grantee; RAP developed the assessment of the handicap component and will receive and tabulate the results

for completion of the grantee needs assessment. PUSH has a tendency to under-record service projects; several other activities that the staff completed are missing from the log.

The Nashville RAP conducted five manual training conferences and has engaged in a special media project -- it assisted with the development of a television workshop on mainstreaming with PUSH and NYU. RAP developed the Rapport newsletters, and distributed them to a wide audience of Head Start programs, resource providers, and professional groups. The Nashville RAP, like PUSH, has a tendency to under-record service project reports.

In Region V, University of Illinois and Portage RAPs document the mainstreaming conferences, Advisory Committee meetings and attendance at Head Start Directors meetings and both tend toward conservative recording of service projects. Portage is in the process of working on collaborative agreements with State Education Agencies in two states and sponsored a conference, entitled Comingling, for Head Start grantees and SEA staff. Portage staff inaugurated the ARAMIS system and record related activities which consumed extensive amounts of time; Portage is called upon continually by all ARAMIS RAPs for guidance and moral support as the system becomes operative. The RAP has also provided training to two Head Start programs on developing handicapped plans. The University of Illinois service project reports show good contact through attendance at meetings with grantees, Regional Office staff and resource providers.

The Region VI RAP at Texas Tech, a new contractor this year, began work by initiating state level agreements that are documented by three service project reports; Texas Tech is close to finalized written agreements in two states. In addition to six mainstreaming conferences, the RAP has provided seven other training workshops for Head Start programs on classroom management, assessment, and the development of IEPs. The RAP is well represented at meetings and conferences sponsored by State Head Start Directors Associations, resource providers and regional contractors. Two other service project reports record RAP advisory meetings and the implementation of RAMIS.

Service project reports at the Mile High and Alaska RAPs are characterized by the largest amount of specifically requested training and technical assistance activities. In addition to four mainstreaming conferences, Mile High staff delivered in-depth training to grantees on motor development, behavior management, screening, assessment, individualized programming, and in-depth coverage of handicapping conditions. RAP staff made two presentations before professional association conferences on parenting, motor development, and screening. They developed a proposal for the State Department of Early Education to deliver training and technical assistance to ten early childhood programs in the state. Other service projects account for RAP Advisory Committee meetings, the development and dissemination of newsletters, RAP task force work on model agreements between public agencies and Head Start implementation of RAMIS, and the dissemination of ACYF manuals.

The Alaska RAP held conferences on mainstreaming and delivered on site training to Head Start centers on language, motor development, hearing impairments, emotional disturbance, speech impairments, learning disabilities and utilization of assessment tools. RAP staff visited two programs to set up a system for referral of handicapped children from public schools, and the reports document collaboration with varied resource providers including several local education agencies, a university, and professional organizations. The reports document ongoing supportive services provided by RAP to the largest Head Start program; these include clerical support, distribution of materials and continuing reporting on services school districts deliver to Head Start handicapped children. The Alaska RAP has undertaken a few innovative projects this year in addition to typical RAP activities: they have developed a series of outlines that simplify the use of the manuals on handicapping conditions; they have actively advocated state legislation for the education of young handicapped children; they have assisted with the development of an accredited course for Head Start staff at a community college, and a resource library has been established at RAP for loan of materials to Head Start programs.

The geographic situation inherent to the Hawaii RAP causes many typical RAP functions to develop as service projects. Initially RAP staff conducted an assessment of grantee needs which necessitated site visits to the Trust Territory, thousands of miles distant from Hawaii. Each site visit required RAP staff to become oriented to the unique and remarkably diversified needs of the grantees

and to develop strategies for delivering useful and appropriate services. The uniqueness of the Hawaiian service area is described elsewhere in this report. RAP has at this time of the site visit conducted one conference on mainstreaming, plus a follow-up session on child abuse, and planned to deliver training on the team approach to the development of IEPs. RAP and the State Education Agency are collaborating on the development of an interagency agreement. Finally, a three day diagnostic clinic was set up by RAP in Saipan. At the clinic, medical, hearing, social, emotional and cognitive screening, assessment and diagnoses of children would be performed by specialists, and Head Start staff would receive training in normal child development, the use of screening and assessment instruments, introduction of mainstreaming concepts, and the development of IEPs.

Summary

The analysis of transactions and service projects reveal a level of effort similar to the previous year in volume, but dramatically altered in content due to the amount of training conducted by the projects. Distribution of materials has exceeded the level set last year, but in part, to the requirement to disseminate ACYF manuals on handicapping conditions at RAP sponsored conferences. Resource providers are used in decreasing numbers relative to last year and RAP is emerging as the chief provider of services and materials for the clientele. The majority of transactions require the dissemination of information and materials, but the labor intensive activities identify training efforts. About two of three requestors of RAP service are Head Start programs. Among Head Start staff, RAP most frequently interacts with the person with designated responsibility for the handicap effort, usually a handicap coordinator. Other RAP clientele include Regional Office contractors, State Education Agencies, and providers of services for handicapped children. Small percentages of transactions are associated with specific handicapping conditions. Most transactions, 89 percent, do not identify handicapping conditions. When conditions are mentioned, speech impairment is the most frequently cited.

Task 5: Establish and Conduct Advisory Committee Meetings

Each RAP must establish an Advisory Committee which will meet two times a year for the purposes of general planning, assessment and evaluation. The minimal composition of the committees should include eight persons in addition to RAP staff: one ACYF Regional Office representative, two Head Start Directors, two Head Start parents of handicapped children, one State Training Office representative, one State Department of Education representative, and one handicap coordinator. The average RAP Advisory Committee has 16 members, with sizes ranging from ten members at the Region VI RAP to 26 at the Mile High RAP. The Hawaii RAP has not yet established an Advisory Committee; therefore, all quotations of figures are based on fourteen projects. Hawaii is in the planning stages of forming an Advisory Committee.

When viewing the Advisory Committee task overall all categories of membership are represented, but some individual projects lack at least one categorical representation. Some committees have fewer than the required numbers. Other RAPs have included additional persons, surpassing contract requirements. Three RAPs lack full parent membership; two lack handicap coordinators; three have only one Head Start director on the committee; and one lacks Regional Office representation. Nine RAPs have met the minimum requirements of the contract and all categories of delegates are represented. Of the RAPs whose committees exceed the requirements, three have representation from BEH projects, three include UAF representatives, one has a representative from IMPD, and one has BIA membership.

Advisory Committees at seven RAPs met twice; another seven convened one meeting, but some additional meetings were scheduled after the evaluation site visits had occurred. By the end of the program year four RAPs will have held three Advisory Committee meetings and eight will have convened two meetings during the program year. Two RAPs will have held only one meeting during the year.

Some RAPs have expanded interpretations of the role of the Advisory Committee. The New England RAP has opted for a steering committee, made up exclusively of Head Start representatives, which meets three times a year, in addition to the full Advisory Committee, which meets once a year. The Advisory Committee members of the Chapel Hill and Mississippi RAPs, make on site visits to Head Starts. These visits provide more awareness of the effects of RAPs' work with Head Starts, and reveal needs of the Head Starts that the committee members then take back to the

RAPs for consultation. In general, the committees are used as sounding boards for RAPs; but they go well beyond this role by assisting RAPs in planning for training and technical assistance tasks, reviewing RAP products and projects, offering solutions to problems and issues, and serving as RAP liaisons to various organizations in their states.

SEA representation on RAP Advisory Committees has increased this year, 39 states, 78 percent of all SEAs excluding those served by Hawaii, are represented on Advisory Committees, up from 29 last year. Of the fourteen RAPs reporting on their Advisory Committees, all except Region VI and the one-state RAPs, have at least two SEA representatives. Ten RAPs have representation from all states in their services areas. Of the twenty-one Advisory Committee meetings held this year, there has been SEA participation at all but two of the meetings. SEA participation at Advisory Committee meetings has increased this year.

RAP staff were asked to identify notable accomplishments of the Advisory Committee meetings. The Advisory Committees of eight RAPs assisted in developing the process and content of the needs assessment. Seven committees provided input on the development of the mainstreaming training workshops and assisted with plans for follow-on training. The committees have also facilitated collaborative agreements between SEAs and Head Start and between LEAs and Head Start, been instrumental in making SEA/Head Start contacts, provided RAPs with information on legislative and Head Start related issues, provided materials for newsletters, offered fiscal advice, assisted with the preparation of proposals, and provided feedback on RAP accomplishments. Through the committees, RAPs have gained greater visibility, since the members usually serve as strong advocates. The committee members have gained a greater awareness of Head Start and a greater appreciation of the impact of RAP upon the handicap effort in Head Start.

Task 6: Promote Collaboration Between Head Start and Other Programs and Agencies

The passage of PL 94-142 and the guarantee of an education for all handicapped children made it incumbent upon all state and local agencies to plan together to offer the least restrictive and most appropriate educational settings for the children in their communities. States were moved to write state plans to comply with this new legislation. Some wrote plans to accommodate children from 6 to 18. Others extended their responsibility, gradually or immediately, to children from 0 through 21 through mandatory or permissive legislation. Head Start programs meanwhile, had been serving preschool handicapped children since 1972, and were ready resources for communities as they took on the responsibility of educating all of their children.

In the absence of state level representation for Head Start, an agreement was made between BEH and ACYF in 1977 to use RAPs as liaisons in contacts between Head Start and public schools. The RAP contracts required each project "to promote collaboration between Head Start grantees and other programs and agencies serving handicapped children..., facilitate the participation of Head Start grantees in the development of state plans for preschool handicapped children, and make special efforts to enhance their relationship with other T/TA providers...."

The resulting interagency collaborations have ranged from formal to informal and from ambitious to modest. The accounts below do not pretend to be exhaustive, rather to document the progress being made by each of fifteen RAPs. They were gleaned from questions posed in on site interviews, and usually do and sometimes do not corroborate information from interviews with SEAs. As in the past, where discrepancies occur, and these are few, the evaluation staff has made the assumption that the RAP has had at least some hand in the outcome. Details of the SEA interviews are found in the chapter which treats impact findings.

In total, RAP staff reported 106 examples of collaboration. These fell into seven major categories: facilitation of agreements between Head Start and SEAs, LEAs or public schools; review or involvement in state plans; interagency collaboration; substantive information exchanges; training; meetings; and official representation of RAP on committees.

1. Facilitation - Facilitation includes activities initiated or promoted by RAP which bring public and/or private agencies together to benefit handicapped preschool children. Every RAP has demonstrated initiative in this area.

New England - Responding to a county situation in Maine, New England RAP brought the SEA, public school, handicap coordinator, and Head Start director together to discuss referrals of school age children (5 year olds) and to clarify program responsibilities in serving these children. In Massachusetts, RAP effected a first meeting between the Department of Public Health and Head Start, and used preschool programs as a training setting for Head Start personnel. The latter state's implementation grant is piloting two "integrated settings," one of which has substantial Head Start involvement. The RAP also brought together Head Start staff and the Office of Children's Licensing Department to resolve differences when the latter was interpreting special needs licensing requirements so narrowly as to jeopardize Head Starts' meeting their standards. In Rhode Island, the RAP has given technical assistance to a Head Start program on information exchanges. This has eventually led to a Head Start/LEA working agreement. Another program writes IEPs together with the LEA.

NYU - This year the New Jersey SEA, no longer needed to fund screenings, agreed to pay for diagnostic workups for non-Medicaid children. NYU RAP continues to collaborate with Westinghouse on papers on epilepsy, sickle cell anemia, hemophilia, and cystic fibrosis.

PUSH - As a result of PUSH RAP's ongoing involvement with the SEA, the state of West Virginia is applying for a state implementation grant. RAP wrote to every state with a grant to ask for a sample of their document to share with the SEA. Head Start directors in that state set up a task force to draft a collaborative agreement to be approved by the Head Start Directors and Parent Associations, and previewed by the SEA and Regional Office. A goal has been set by the SEA to have local agreements ready by July, 1979. Head Start grantees will work out agreements with LEAs by the end of the fall.

The RAP Project Officer joined PUSH RAP to urge the District of Columbia SEA and the Head Start grantee to insure that programs in the area will meet the ten percent mandate or to document the lack of need for service.

RAP sent the proposal to SEAs and the Regional Office requesting their support. SEAs were most willing to work together on this collaboration, as was the Regional Office.

Chapel Hill - SEAs, in their Advisory Committee capacity, make on-site visits to every Head Start program to discuss, among other things, the RAP needs assessment process, the program's relationship with its LEA, its use of RAP resources, and future needs.

Nashville - RAP brought Departments of Health, Mental Health and Human Services together with the director of a local Head Start program to successfully arrange for surgery for one visually and two hearing impaired children and dental care for three others. The RAP is using graduate students from the Bill Wilkerson Hearing and Speech Center to help with screening in Head Start programs.

Mississippi - The RAP has met with Mississippi's SEA to discuss how Head Start and public schools can work jointly, and forwarded this information to all SFCs. Other RAP letters have led to Head Start/LEA contacts, resulting in one known letter of agreement. RAP has encouraged all Head Start programs to use the Learning Resource Center for free diagnosis and evaluation and to have their diagnosticians certified so that they can serve on the Regional Screening Team. RAP is a member of Mississippi Early Services to the Handicapped (MESH), which is a coordinated effort by BEH, UAP, RAP, and the Retardation Center Director. MESH is compiling a directory of resources, and in the process is identifying where gaps in service exist and how to correct them.

University of Illinois - The RAP has been included in the Advisory Board of the Parent Information Resource Center in Indianapolis and facilitated Head Start's free participation in a conference sponsored by the Center. RAP and the Illinois Office of Education cooperated to offer a LEA/Head Start conference in April so that LEAs and Head Starts can begin to develop joint agreements to implement PL 94-142; IOE will use incentive monies to finance Head Start participation.

Portage RAP - Portage RAP facilitated a meeting between the Minnesota SEA and Head Start; the state handicap advocate is to work out a state collaborative agreement and include directors and handicap coordinators. There is a strong likelihood that a state level collaborative agreement will come out of this. In Wisconsin where a draft agreement has been finalized, Portage RAP is facilitating a meeting with advocates, handicap coordinators, and the SEA to talk about the collaborative agreement. The Michigan advocate and the SEA representative met for the first time at a RAP Advisory Committee meeting, and now have monthly meetings to discuss Head Start in Michigan.

Region VI - TTU/RAP began their contract year already active in the facilitation of state level agreements within their region.

Region VII - The University of Kansas RAP brought the Nebraska SEA together with the Regional Office in their thrust to facilitate agreements at the local level. RAP also succeeded in having a Head Start Director placed on the Interagency Coordination Committee of the Kansas Early Childhood Education for the Handicapped Project, a committee on which RAP also serves and which was formed to guide schools in the use of implementation money and to avoid a duplication of services in Kansas.

Mile High - With the assistance of RAP, five Boulder community agencies (Head Start, LEA, Mental Health, Developmental Disabilities, and Social Services) have entered into a collaborative agreement to provide services to local handicapped youngsters. RAP has also facilitated a Head Start/LEA agreement in Longmont, Colorado, and joint staffings and child study teams in Great Falls, Montana.

Los Angeles - The state implementation grant RAP helped to write in California was successfully funded this year. Discussions have been held between that state's SEA and the Regional Office and a draft collaborative agreement has been written. RAP is working with the public health agency, a local school district, and the Crippled Childrens' Service to develop a collaborative service agreement. In Arizona RAP acts as a facilitator between the SEA and Head Start grantee as the SEA clarifies what they are and are not able to do. RAP is encouraging the SEA to include Head Start handicap coordinators on the planning committee, and put this committee in touch with other resources. They are working with grantees in Arizona to develop an advocacy network.

Hawaii - The SEA in Saipan has assigned a special needs person to act as a RAP liaison, and to support all RAP activities. RAP is meeting with the SEA to work out plans for a collaborative effort.

University of Washington - The University of Washington RAP has collaborated with the congenital defects clinic in Seattle to make services available to Head Start. They have facilitated interaction with the SEA in Oregon on the placement of handicapped children.

Alaska - The RAP director administers the state implementation grant in Alaska. They are augmenting services to native American handicapped children by providing technical assistance to BIA.

2. State Plans - RAPs continue to pay close attention to the drafting of state plans in those states which are still deciding the extent of their responsibility to handicapped preschoolers.

New England - In Massachusetts state regulations allow for the inclusion of Head Start for the first time.

NYU - Not only do New Jersey and New York mention Head Start in their state plans, but this year name RAP as well. RAP was asked to review the New York state plan.

PUSH - The West Virginia state plan states that the RAP network will be used as the major source of information on young handicapped children. In Delaware the Head Start directors elected one of their members to review the state plan; responsibility was then delegated to a handicap coordinator.

Mississippi - RAP was appointed to the State Advisory Committee on the State Plan. RAP, STO, and SFCs reviewed the state plan and participated at hearings. RAP is cited several times in the plan. Head Start is given responsibility for notifying the public about Child Find.

Region VII - In Nebraska, Head Start is included in state rules and regulations as an eligible placement for handicapped children.

University of Washington - University of Washington RAP has been involved in the development and updating of the Washington State Early Childhood Education Plan.

3. Interagency Collaboration - Several RAPs have expedited agreements between states and their Regional Offices. These interagency collaboration agreements are in varying stages of planning or draft. A few have been formalized this year. The status of those approaching and reaching agreement are as follows:

In draft: Delaware, West Virginia (PUSH RAP), Kentucky (incorporates SAVI, Nashville RAP), Louisiana and Texas (Texas Tech RAP), North Dakota, South Dakota, and Montana (Mile High RAP), California (Los Angeles RAP), Hawaii (Hawaii RAP) Washington (University of Washington RAP). In Region V, responsibility for SEA collaborative agreements is technically housed with the State Handicap Advocate. Portage RAP has cooperated with the Minnesota Advocate to bring an agreement in that state to draft status, and the University of Illinois RAP with the Indiana Advocate to achieve the same goal.

Formalized: North Carolina (updated, Chapel Hill RAP), and Idaho (University of Washington RAP). Region V Advocates formalized memos of agreement with SEAs in Ohio and Wisconsin, and revised the Illinois agreement at the beginning of 1979.

4. Information Exchanges - These exchanges are a sharing of information which has a significant impact on agencies' understanding of or service to pre-school handicapped children.

New England - New England RAP kept in close touch with the six pilot projects funded by Maine's preschool implementation grant; one of these was a Head Start grantee. When the grant came up for renewal, RAP wrote to Head Starts asking for their support during hearings on LD 165.

NYU - At the invitation of the RTO, RAP gave an in-depth presentation on the local and national RAP program before the New Jersey SEA. RAP commended them for paying for diagnostic services and urged them to formalize this collaborative effort with the Region II Office. This is a model which could then be distributed to the network. RAP staff also volunteered to bring other model plans before the SEA.

Chapel Hill - The STO for South Carolina, and Georgia has asked RAP for information on state plans. RAP presented at early childhood conferences sponsored by SEAs in North Carolina, Georgia, and South Carolina. Staff also contributed information on screening consultants from their provider file.

Mississippi - Recommendations based on information which RAP solicited from local Head Start handicap coordinators will become part of the State Department's Rules and Regulations.

University of Illinois - RAP will disseminate a state plan study sheet to help Head Start personnel review and respond to the state plans in their region. Plans in each of the three states are ready for review. In Indiana and Ohio RAP has met with SEAs to develop strategies to increase Head Starts' and special education departments' knowledge about each other. In addition to reciprocal mailings, newsletters, and conferences, RAP will share county by county census information with the states.

Region VII - The University of Kansas RAP has "gone local," and actively encouraged Head Starts to work with LEAs and SEAs; for example, standardizing IEPs for continuity when feasible. RAP developed a paper for LEAs explaining the Head Start mandate and Nebraska's directive that Head Start should be considered an eligible placement. RAP also arranged a meeting with ESU (Educational Service Units, the equivalents of LEAs) directors of special education and Head Start handicap coordinators to explain Nebraska's new law extending services to 0-5 year olds. RAP donated all materials.

Mile High - RAP shares the Head Start analysis of needs with a UAF in Montana so that the UAF can eventually become a local provider. Staff also contacted all the special education directors in public schools in North Dakota. Three have now written back saying they want more information about handicap services through Head Start. RAP has introduced the idea of dual placement in that same state.

5. Training - Several agencies have cooperated with RAPs to provide training for their own staffs as well as Head Start personnel. New England RAP is synchronizing efforts with BEH, the STO and SEA in Maine on a joint training project as a part of the state's implementation grant. Hawaii RAP too is working toward a collaborative training plan with their SEA.

New England RAP has received numerous requests from LEAs to train teachers on screening techniques; the New York SEA calls the NYU RAP for training. Alaska RAP trained Special Education Aides for Head Start classrooms in two school districts in the state. The Aides are paid by the school districts, and in the Lower Yukon work under the supervision of the Mountain Village elementary school special education teachers. Alaska RAP reports that this is the first time that school districts in rural Alaska are employing and training aides to work in Head Start centers. It is also the first time that preschool children in rural Head Start programs are receiving special education services daily and in their own centers.

RAPs' own training efforts have generated cooperation from SEAs. Delaware SEA, a member of the RAP Advisory Committee, supplied trainers for all eight of the handicapping conditions and sites for conferences there. In Saipan and Guam, SEA's have volunteered as trainers. The UAF, EPDST, Department of Mental Health and Mental Retardation, and MESH attended workshops in Mississippi; SEAs in that state and Utah were also participants.

6. Meetings - All RAPs seem to be taking the initiative in setting up meetings with state and community agencies concerned with young children to clarify roles, explore mechanisms for improving communications between Head Start and their staffs, and maintain rapport. All RAP Advisory Committees, of course, have SEA representation, with the exception of Hawaii, which has not yet formed a board.

7. Official Committee Representation - RAPs have been asked, sometimes for the first time, to sit on various committees advocating services for young handicapped children. New York Direction Centers were so impressed by the training they had received from NYU RAP, they invited the RAP to be on the board of the Interagency Council on Preschool Handicapped Children. The Chapel Hill RAP is on the Early Childhood Committee for Special Services, and has been appointed by the governor to the State Council on Developmental Disabilities. This year the Nashville RAP has been asked to sit on the Task Force for the Tennessee State Implementation Grant which will be developing guidelines and strategies for inservice training. The Portage RAP is on a committee for interagency cooperation in Wisconsin.

Seven projects were able to give clear percentages or numbers when asked how many Head Start programs they knew to have collaborative agreements with LEAs (95%, 50%, "32," "24"). Three reported "several" or "some"; two did not know, and four knew of none.

A school of thought represented by four RAPs suggested that collaborative agreements at the local level are more functional and less threatening to Head Start programs than those at the state level. RAP foster these arrangements by including teachers in their training and conferences, and encouraging Head Start directors to explore joint services or adopt LEA forms to simplify the transition of children from Head Start to public schools. One advocates a systematic format for LEA/Head Start agreements.

Others hope that the collaborative agreements they have formed with SEAs will act as models for LEA agreements. Head Start programs are themselves being used by RAPs in some instances as exemplary models and resources for other programs attempting to form agreements with public schools in the vicinity.

In closing, it is clear that the RAP/SEA relationships are building momentum. Although only five of 50 states technically have formalized or revised or updated agreements, this year the RAP spirit of cooperation and optimism run high. RAP programs are realistic about the amount of ground work that must first be laid and the amount of time it takes to lay it. Several Head Starts and LEAs that do not have formal agreements do have working agreements which, for all intents and purposes, are assuring handicapped children of comprehensive and continuous services.

One must also acknowledge, however, that RAPs vary in their degree of potency. Progress is slow in those states where preschool handicap legislation is limited or non-existent; progress is impeded in some areas where Regional Office passivity renders Head Start programs directionless and suspicious of any compromises with departments of education. RAPs in some regions play an auxiliary role to programs who claim responsibility and who historically have

worked with the SEAs e.g., Region IV STOs and Region V State Handicap Advocates. In these situations RAPs usually support mechanisms already established. Any expectations to the contrary need first to be resolved at a national level in order not to jeopardize the mutual respect enjoyed by both.

Task 7: Participate on RAP Task Forces

Participation on RAP task forces began during the second year RAP contracts. Initially, membership on the task forces was voluntary; during this contract year the ACYF Program Officer assigned RAPs to one (and, in some cases, two) of four task groups. The task forces convene during the national RAP directors meetings and collect information and develop materials throughout the program year.

The task forces focus on three topics: model SEA/HS agreements, a resource directory for new Head Start handicap coordinators and directors, and model handicap procedural plans and IEPs. A fourth task group, comparable to the task forces, deals with ARAMIS. It is set up for all RAPs with computers. Ten RAPs were assigned to task forces; the remaining five were exempted for various reasons. New England RAP was excluded to allow time for the new director to move into her position. Staff members participated on two of the task groups voluntarily. Region II RAP was exempted from task force participation because of their involvement on another special task, the development of a training manual for use in presenting the mainstreaming manuals workshops. They did, however, participate on the ARAMIS task group. Texas Tech and Hawaii RAPs were exempted because their contracts were just starting up. Texas Tech became involved, voluntarily, on the model SEA/HS agreement task force because of their active involvement with SEAs in their service area. The task force assignment did not apply to Alaska RAP because it was initially thought that travel costs would be involved and, because of their location, this would put a strain on their travel budget. Alaska RAP did however offer feedback to the task forces requesting comments.

The Model SEA/HS Agreement Task Force was assigned to four RAPs: Nashville, Region VII, Mile High and the University of Washington. Both the New England and Texas Tech RAPs volunteered their membership on the task force. Texas Tech RAP had begun its contract with extensive SEA involvement and contributed to the task force effort examples of draft agreements developed in its own service area. The task force grew out of circumstances that arose during the past year having to do with services being provided to preschool handicapped children. In the past Head Start served handicapped children who had reached the age at which school attendance became compulsory, if the local school system failed to provide

an appropriate program of services for handicapped children. However, when PL 94-142 was enacted, the legislation required that states insure a free appropriate public education to all handicapped children. Children ages 3-5 years must now be served by public schools, if such a requirement is consistent with state law or practice. PL 94-142 became effective on September 1, 1978 and beginning on that date Head Start no longer served handicapped children who reached compulsory school age. Cooperation between state and local education agencies and Head Start became a priority in order to assure handicapped individuals full opportunities under their respective programs. RAPs became a logical intermediary, as Head Start's liaison in their work with state and local education agencies to begin to collaborate efforts in serving handicapped children. The model SEA/Head Start agreements task force was organized to assist RAPs in their efforts to facilitate this collaboration. The task group has developed useful, tangible products that other RAPs have found helpful in their efforts to work with SEAs, and indirectly with LEAs. The University of Washington RAP prepared a checklist for establishing state and local education agency agreements with Head Start which delineates the roles of each. Texas Tech RAP developed performance standards for Head Starts as a guide for service collaboration. The guide identifies the Head Start component, the realm of Head Start services, and collaborative possibilities. Task force members gathered model draft agreements, which were compiled by the Mile High RAP into a booklet. Products of this task force were sent to each RAP for use in their work with SEAs.

The major problem cited by task force members was limited time for working on the project at individual RAPs, as well as for working as a group at National RAP meetings.

The Model Handicap Services Plans and IEP Task Force has three members: PUSH, Chapel Hill and Mississippi RAPs. Members were charged with developing a model service plan and model IEP process which Head Start directors and handicap coordinators could replicate within their own programs. Head Start legislation in 1972 and PL 94-142 in 1975 were in agreement that every child must have an educational program designed to meet his or her unique educational needs. PL 94-142 also requires that that program must be a written plan (an IEP), and although Head Start programs are not legally bound to meet this particular regulation, OHDS/ACYF Revised Instruction #21 required programs to incorporate it into

their own practices in order to document a child's level of functioning, and also to facilitate the optimal transition of children to public schools. The IEP actually reinforces two solid principles of the Head Start Performance Standards: the ongoing assessment of every child's progress, and parent involvement in the development of plans for their children. In order to relieve the confusion and anxiety about how to integrate the handicap effort into all Head Start components, and in response to numerous service requests for training and information on how to write an IEP, the task force was formed.

The task force drafted a model handicap services plan which divides recruitment, selection/enrollment, screening, diagnosis/documentation, assessment/planning/evaluation and provision of service into steps. Each of these steps has three phases: planning, implementation, and follow-up and evaluation. The checklist describes what needs to be done, not how. The draft of the plan has been circulated in the field and has received positive responses. The model plan will be finalized in the form of a chart, but further action has been tabled until time, funds and manpower capabilities permit. There was some concern on the part of Chapel Hill that this task was a duplication of their efforts from the previous year, when they had drafted a self-instruction workbook for Region IV.

The task force developed a model IEP plan, a natural complement to the model handicap services plan which had the IEP process written into the procedures. Mississippi RAP refined and submitted the work they had done in collaboration with Mississippi SFCs, STO, Westinghouse and Chapel Hill Outreach on a comprehensive approach for developing IEPs for the preschool handicapped child. The guide is for persons who wish to implement an IEP process and it contains chapters on setting up a workshop, existing requirements and mandates, terms and definitions, how to develop a comprehensive file, and a model IEP with instructions for filling out the form. An IEP slide show developed by Chapel Hill augments the report.

Both the model handicap services plan and the model IEP plan are being reviewed by the RAP network, and revisions are being made per RAP input. One criticism of the model classroom assessment forms is that they focus on negative behaviors, and that the behaviors which are the obverse of these, and therefore implicitly positive, are frequently not age-appropriate. Nevertheless, Mississippi RAP feels that the report has, at the least, stimulated other RAPs to

move on IEPs. As experienced by other members of the task force, the main problems have been inadequate time and financial resources for the extra work required.

The development of a Resource Directory for Head Start Handicap Coordinators and Directors is the purpose of the third task force. The Task Force is composed of three RAPs: Los Angeles, Portage and the University of Illinois. Once again the New England RAP volunteered its services. RAPs have responded to numerous requests from new Head Start staff for orientation to the handicap effort. As a result, the task force has assembled many useful resources, materials and services into one large volume. At present the New England RAP is attempting to revise the manual and synthesize it into a manageable document. Time and money have slowed down the completion of the final product.

The ARAMIS Task Group applied to RAPs where computers have been installed and includes five members: NYU, Nashville, University of Illinois, Portage and Region VII. Chapel Hill received a computer in March and confers with other computerized RAPs, but was not initially assigned to the task group. The task group was created to develop uniform definitions and application of the computer system to prevent the differences in interpretations of the system which have occurred with RAMIS. The task group was not required to produce a specific product but was directed to offer suggestions and recommendations. The task group members identified items that should be added to the computer and drew up a list of recommendations on computer capacity. These were sent to the ARAMIS contractor and the ACYF Program Officer for review. The recommendations included the following:

- suggested additions to the present census data
- a transaction sort
- coordination of the first two recommendations to provide all information on activity forms
- use of the computer to print out mailing labels
- development of a manual for RAP use, including information on how to implement and utilize the system
- a list of the needed facilities and sample forms used by other RAPs to gather information

Problems associated with this task group were primarily concerned with time and money constraints. There was also some uncertainty about the ARAMIS contractor's

future plans for use of the computer. Task group members felt that they were unable to get together often enough with the ARAMIS contractor to participate in concrete sharing and problem solving. Several RAPs offered suggestions concerning the task forces:

- allow more time at National RAP meetings for task forces to meet, in addition to creating time for RAPs to review products
- provide an opportunity for RAPs to receive materials in advance of National RAP meetings, for review and comment
- develop a system for feedback on recommendations made
- specify deadlines for completion of task force products
- set guidelines for the use of task force materials
- make one assignment per RAP, based perhaps on activities they have already undertaken, versus creating a task force of several RAPs

Staff members at two RAPs offered suggestions for a new RAP task force -- because RAP staff change periodically and new RAPs are created, it was suggested that a task force be set up to develop a manual and training packet orienting new staff to RAP.

Although the task forces are not perfectly organized and may need some work on how to resolve differences, there appears to be tangible outcomes from their work. There are problems to be overcome, especially the time available for working on the tasks, the time allocated at National RAP meetings (the only time task force members meet together), and the difficulties of producing products when task force members are geographically far apart and communication is primarily conducted by mail or phone.

Task 8: Attend Head Start Directors Meetings

The third year contracts require staff from each RAP to attend at least one Head Start Directors Meeting. Thirteen of the RAPs have sent staff to at least two of these meetings this year. Los Angeles has not attended meetings in any of the states in their service area and Alaska has no meetings of this type. RAPs generally attribute significance to attendance at these meetings because they feel they receive good visibility and directors are more aware of the services available to them by RAP.

RAP staff have attended more than 50 of these state level sessions. This number will have increased by the time this report is submitted because several state meetings were scheduled to take place soon after the evaluation site visits were made to the RAPs. Six RAPs (NYU, Nashville, Mississippi, University of Illinois, Portage, and University of Washington) have attended meetings in every state in their service area. New England has attended meetings in two states but has also attended regional Head Start meetings at which directors from all states were present. PUSH, Region VI and Mile High have attended four state meetings. Region VII and Chapel Hill have each attended meetings in two of four states in their service areas. Hawaii has been present at three meetings of the Hawaii Head Start Directors Association but has been unable to meet with directors in the other South Pacific programs because of high travel costs to these islands and the great amount of time it takes to get to them.

As in the past the major purpose of RAP presentations at these meetings is to communicate the availability of RAP services. The presentations are especially useful to orient new directors to these services. Presentations from NYU, University of Illinois, Region VI, and Region VII have been placed on the meeting agendas in some states on a regular basis. Two RAPs, Mississippi and Mile High, previewed the manuals workshops at the directors meetings prior to training teachers. RAPs have also used these meetings to respond to requests for service, to solicit information from directors on what is happening in their programs, and to promote RAP activities generally.

RAPs are reporting more active involvement with the directors associations this year. Mississippi RAP is serving on a workshop committee for the 1979 Mississippi Head Start Conference. The University of Illinois is assisting the Illinois Association to plan its first statewide workshop, and RAP presents at the Ohio Head Start Directors Retreat this summer and at the Indiana Head Start Directors Workshop in the fall. Region VII sits on a committee of the Missouri Head Start Directors Association, and they have asked RAP to prepare a parent brochure. University of Washington is working on the Oregon state plan with the Head Start Directors Association to include preschoolers in the plan. RAP also provided an orientation to the directors on the needs assessment forms.

Generally RAPs consider attendance at the Head Start Directors meetings important, not only because it offers visibility to RAP and provides personal contact with the directors, but because useful information flows between both RAP and the directors.

Task 9: Attend National RAP Meetings

To a RAP, projects value and look forward to the National RAP Meetings. This year there were two, one held in Keystone in July, 1978 and the other in West Palm Beach in January, 1979. Agendas were characteristically full, and included discussions on the state training conferences, the method and timing for release of PA26 funds, the role of the Regional Office, Head Start legislation, policy and the FY'79 budget, RAMIS and ARAMIS, and RLA's impact evaluation. Per project requests, national meetings this year were not piggybacked with BEH, CEC or NAEYC conferences, rather allowed project directors to come together wearing their RAP hats alone.

ACYF National uses these meetings to give clear and regular guidance to the RAPs, to orient them to information and materials they will be asked to disseminate, to brief them on other ACYF efforts and contracts, and to solicit RAP feedback on priorities and pressing issues. In addition to accessibility by telephone, correspondence and at meetings throughout the year, the national Project Officer meets with RAP staffs individually at the National RAP meeting to review obstacles and progress and issue directives during the course of the conference. By inviting and involving Regional Offices, SEAs and other T/TA providers in working sessions, the RAP program gives credence to its commitment to developing a cooperative relationship with these agencies.

RAPs come away from these meetings reminded that theirs is a national network; they feel that the frequent meetings sustain this network and are important to morale. They are pleased to be given information about ACYF's national initiatives as this grounds their own perspective. And clearly, they respect and like each other.

The emotional climate at the national meetings is quite rare. Having no real parallel or counterparts, RAP staff rely on each other for mutual problem solving and new ideas. It appears to be a supportive network, and members tend to reveal problems and visions.

RAPs are willing to travel to these meetings because they believe them to be well planned and to have substance and purpose. They feel they receive excellent leadership from the project officer and welcome the personal contact.

Among the purposes that the RAP meetings serve is the careful, close management of the program overall and each individual project. It is difficult to assess the impact of a strong management style, but its absence, no doubt, would frustrate the achievement of national, regional and local objectives. It is the impression of the RAP staffs and the evaluator that the clarity and sureness that marks the administration of the RAP program has greatly advanced the program objectives.

Interviews revealed that RAPs would like more preparation time before the conference. One RAP suggested that task force materials be sent out in advance to allow participants to digest and react to materials before they depart. Another would like to have the RLA evaluations received prior to the conferences as well.

A recurring theme also called for more time at the conferences -- time to meet informally with colleagues to brainstorm; time to share successes so no one has to "reinvent" the wheel; time to check back with their home offices; time for task force work. As might be expected, several RAPs felt slightly overwhelmed with new deadlines when existing commitments still required their full attention.

Feeling that the network is now pretty well versed in the tasks they are mandated to perform, one RAP suggests that they use the meetings to look critically at what they have accomplished, e.g., training, and to explore what else they can do to make their systems slightly more uniform so as to increase quality control. If RAP is indeed going in the direction of more training, another felt newer RAPs should be given more opportunities to air problems and learn from the experience of older projects. Older RAPs could use some assistance on project administration.

One RAP cautioned that, as individual RAPs become increasingly adept at what they do well, care must be taken that the climate at the National RAP Meeting does not discourage other RAPs from demonstrating their expertise or from trying their own hand at developing something new.

Task 10: Implementation of RAMIS

The Resource Access Management Information System (RAMIS) was developed under contract by ACYF. The system proposes a structure under which all RAP activities are recorded uniformly. RAMIS has several component parts. It includes forms for transactions, requestors, providers, service projects, and contacts; it also includes files for transactions in suspense and completed, requestors, providers and a method for locating providers. The core RAMIS system was devised two and one half years ago. In March, 1978 it underwent substantial revisions since ELI, ARAMIS, service project reports, and activity reports were added. These became operational for the first time this year.

The core system hinges upon the RAP transaction which is recorded manually on a transaction form and placed in a suspension file until completed. If a resource provider is necessary to satisfy the transaction, RAP staff probe a provider file. When the transaction is completed, duplicate transaction forms are placed in history, Head Start, and provider files. A group of other forms and systems supplement these.

At the time of the evaluation site visits, all RAPs had implemented some elements of RAMIS, but only three, (PUSH, University of Illinois and Portage), had operationalized every part of the system. Hawaii had not begun to set up RAMIS, but was using the contact log. Most RAPs have implemented most of the RAMIS elements, but many have modified some aspect of the system. It is by no means uniformly applied, but any system will conflict in some way with individual styles of organization.

All RAPs use the contact log; NYU, PUSH, and University of Illinois RAPs have modified or adapted it to suit their projects' needs. All RAPs, except Hawaii, use the transaction form, but it is not uncommon for some staff, usually the project director, not to report transactions. Service project reports have not been recorded at NYU, Los Angeles, Hawaii and University of Washington RAPs. The Texas Tech, Hawaii and Alaska RAPs have not yet developed the RAMIS resource provider file; all three RAPs use resource directories and all these projects are relatively new to the program and plan to set up the provider system. New England, Nashville, University of Kansas, Mile High, Hawaii and the University

of Washington RAPs have not implemented ELI, although most have a functioning system to catalogue and review literature. The activity report is the most grossly ignored part of RAMIS; two RAPs do not use it, four do not know what it is or when it was instituted, and three have modified it in some way. All RAPs, except Alaska which only has three grantees, have set up a Head Start file or reasonable facsimile. Several RAPs have added additional elements to RAMIS for internal management or reporting aides.

RAP staff were asked to comment on the benefits of RAMIS. The modifications in the core system were complimented; recording on transactions takes less time, is less complicated, and is a better reflection of daily activities, while retaining attributes that were originally favorable -- a good system for management and follow-up, a reporting structure and data base for program analysis, and a means for accountability. The new transaction form is well received and the codes are a more sensible reflection of the RAP service load. RAP staff also like the contact log.

The newer elements of the system, the service project and activity reports, are the most vulnerable to criticism, but opinions are not unanimous. The University of Kansas RAP thinks the service project reports give an excellent representation of sizable projects undertaken by the RAP, but it describes the activity reports as "the straw" they require too much detail and the purpose and audience are unknown to the RAP staff who recommend that they be deleted from the system. The Nashville staff think the activity report is an excellent management tool.

RAPs were asked to identify problems in the system. Two reported none; but the predominant complaint was the amount of time that RAMIS consumed. One felt it is difficult to extract information from the system and two stated that there is inherent overlapping and duplication in the system. They called for clarification of the purpose and definitions and modifications in the service project and activity reports.

The most recent refinement of RAMIS is an acknowledged improvement, but there continue to be variations in the application of the system that ought to be eliminated particularly in light of the move toward computerized reporting. Any data extracted from the system are questionable when these variations persist

and limited guidance is offered to make reporting uniform nationally. In terms of volume alone, the variation is enormous. At the two high volume RAPs, the University of Washington and Chapel Hill, many of the transactions record activities of other in-house programs that cannot be compared with other RAPs. Further clarification of what constitutes a recordable transaction is necessary and the same recommendation applies to service project reporting. Furthermore, if the system is to be uniform, then deadlines ought to be established for implementation of various elements, so that all projects operate under the same constraints. If the system can remain adaptable to local project demands, then modifications would be permissible.

The Automated RAMIS (ARAMIS) adapts the manual system to a computer. It is anticipated that the computerized system will reduce paper work and time, match providers with requestors with more facility than the manual system, and recall a wider body of information. NYU, Chapel Hill, Nashville, the University of Illinois, Portage and the University of Kansas RAPs have been installation sites for ARAMIS this year.

ARAMIS hardware was installed in series first in October at Portage and last in March at Chapel Hill. At the time of the evaluation site visits, the systems were in various states of usage. The most advanced, Portage, had become familiar with the equipment and process last year when it hosted the pilot system. Here the computer replaces RAMIS recording. Staff are most enthusiastic about ARAMIS; it is faster, requires less paper work because printouts are sent directly to the requestor; it finds and displays appropriate and unexpected providers, and is fun to operate. They say that the system is not without bugs though, and these have been extremely time consuming.

Other RAPs were in the initial stages of entering data; relatively few had fed provider inputs into ARAMIS, so that transactions were impossible to process. Their comments reflect hopes for the success of the system and frustrations where the early stages of unfamiliarity are coupled with an unperfected system. Nonetheless, some RAP staff believe the computer lends prestige to RAPs' image and offers staff an opportunity to develop a skill unanticipated at the onset of the program.

At this time, it is impossible for the evaluator to assess the effectiveness of ARAMIS. The training demands placed upon RAP staff deflected time and energies that might have been used to make ARAMIS operational. Technical and programmatic disfunctioning and changes have also thwarted the effort. ARAMIS is in its beginning stages and further alterations are necessary. The ARAMIS Task Force proposed that the system be changed and extended in the following ways:

- Inclusion of data into the census function that is helpful to RAP planning, i.e., information on home based centers, teachers and children; data on CDA training; Head Start program descriptors, and more information on the source and type of handicapping conditions.
- Aggregation of transaction data by Head Start, handicapping condition, provider, geographic location, type of transaction, and by time intervals.
- Computation of data for the activity reports.
- Development of a manual for operating ARAMIS.

Task 11: Assist With the Annual Survey of Handicapped Children in Head Start

Each year ACYF surveys all Head Start programs for information on the handicap effort. This information is compiled and submitted in a report to Congress. ACYF has advised Head Start programs for the last two years to address any questions relating to the survey to RAPs. As was the case last year, very few requests for information or clarification of the survey were handled by RAPs.

It was expected last year that there would be an increase in the number of requests for information or clarification of the Annual Survey from new grantees funded under the Head Start expansion program, but this has not happened.

Eight RAPs received no requests on the Annual Survey. The Chapel Hill RAP was asked for information on the submission date of the survey. Chapel Hill scheduled their needs assessment survey after the Annual Survey so that they would not conflict. The Mississippi RAP received one question related to hearing impairments. The University of Illinois RAP conferred with the Regional Office to assist in the collection of the survey forms from large grantees. Both the Nashville RAP and the Alaska RAP responded to requests for clarification from Parent and Child Centers. The Los Angeles and the Hawaii RAPs received questions dealing with diagnostic definitions of handicapped children. The Head Start program in Saipan asked how to record an undiagnosed handicapped child; this led to a request for assistance in the assessment process. The Los Angeles RAP was asked if there is a form available to assist grantees in keeping an ongoing record for the Annual Survey.

RAPs feel generally that Head Start programs appear to need little assistance with the Annual Survey. Nonetheless, all RAPs have indicated their availability to Head Start programs should the need for assistance arise.

V. IMPACT DATA

The assessment of impact continues to be an important aspect of the ongoing evaluation of the RAP program. As in previous years, two major sources provide the information on effects of the program from the perspective of consumers or clientele: (1) Head Start program staff and (2) State Education Agency (SEA) personnel. Over 400 Head Start staff and 53 SEA personnel contributed their observations. Structured interviews, very similar in format to those conducted for the previous program year, were obtained via telephone. The responses of these two client groups are examined separately in this chapter.

Introduction to Head Start Reactions

As the impact analysis has progressed year by year it has moved increasingly from anecdotal to numerical descriptions and from open-ended interview discussions to structured inquiries in which most responses are captured by precoded categories. However, remaining true to a principle that continues to guide this evaluation, numbers are not allowed to stand alone for impact, and a continuing effort is made to get behind the numbers to their meaning and context.

We remain highly conscious of the fact that the 15 RAPs are not equal, comparable entities -- geographically, demographically, historically, and on other grounds as well. But through time RAPs have become more comparable, as they respond to a common mandate and accept each year the challenge of addressing a common set of tasks, attempting to allocate their energies and resources to cover their varied territories and fulfill a common mission of servicing the handicapped effort in Head Start. Thus the perceived effects of their efforts warrant comparisons so long as those comparisons lead us to lessons -- regarding strengths and weaknesses and the conditions surrounding them -- that can help improve the total RAP program.

Therefore, this year, with a data base of structured findings on impact at hand from last year, we will emphasize comparisons -- both to last year and between RAPs. Moreover, in performing cross-RAP comparisons we will look for commonalities and differences between various clusters of RAPs as we begin to lay groundwork for a future search for patterns and typologies that can be associated with strength and weakness, success and failure.

Methods Which Permit Comparisons

This year we attempted to repeat the procedures of last year to the extent that comparisons to the baseline findings of last year would be possible. Recall that the program year 1977-78:

- Was the first one in which random sampling of all Head Starts in a RAP region was done to identify respondents. (Prior to this, RAPs volunteered the names of Head Starts that would be appropriate providers of views on RAP services.)
- Sufficient time had elapsed so that familiarity with the RAP was almost unanimous and some comparison of numbers of types of contacts for the different RAPs was appropriate and meaningful.
- Composite scores, culminating in a cost/benefits score, were computed for comparing RAPs.

As we prepare to report on the results of applying similar procedures to the impact assessment this year, we feel it appropriate to comment on the magnitude of the problem of achieving "impact" faced by the RAPs and some of the complications involved in detecting and measuring impact.

The very fact that this evaluation attempts to measure the impact of the RAP program, imposes an uneasy pressure upon projects to perform. These are certainly intensified when clients are scattered over thousands of square miles and are in many different local (and, for most RAPs, different state) jurisdictions. Moreover, the RAP target audience is not the usual clientele in a consumer sense -- those who seek service -- rather, the onus of initiation is borne by the RAP.

The evaluators are also aware that the response of the Head Start staff, given the busyness of their schedules, distance from RAP, and unfamiliarity with RLA, may show some imprecision and confusion in these responses. To mitigate these effects, RLA mailed letters to each Head Start in the sample, inviting them to participate in the evaluation effort through an interview to take place by telephone within a given time frame.

The evaluators are also aware that recency of contacts and geographic distances from RAP offices are factors that are not controlled in the telephone survey. They also find -- as RAPs themselves assuredly already know -- that, in spite of the RAP mandate to reach all potential clients, many clients do not want to be reached. Some jealously guard geographic and professional turf and otherwise react negatively to "intruders," so that in merely performing its duty, and insuring against errors of omission, a RAP may trigger reactions that are detected in the impact evaluation as errors of commission.

With these complications as a backdrop, it is quite remarkable, in our view, that the generally positive patterns of impact were revealed last year by the random-sample telephone inquiry and were basically corroborated this year.

Let us briefly summarize the procedures followed for this year's canvassing of Head Starts regarding RAP impact.

- Random samples (i.e., a separate sample for each RAP) were drawn of Head Start grantees and delegate agencies that are in the RAP regions.

Although a procedure of taking every Nth case on a RAP roster was followed last year, this year a more truly random procedure was followed by drawing numbers, identified with cases, out of a container. This method seemed necessary to guard against possible systematic biases in either over-sampling or under-sampling respondents who were in last year's sample if every Nth case was chosen again from a roster the same as, or very similar to, last year's roster.

- Sampling conventions varied, from total enumeration (taking all possible cases) in Alaska, Hawaii and Mississippi to taking one in eight in some regions, one in three in others, and one in two (or less) in still others.

As with last year's sampling, the overall sampling rate for all RAPs combined was approximately one in three of the Head Starts in the combined service regions.

- A goal was established of obtaining thirty (30) cases per RAP, which means that RAPs having thirty or less Head Starts in their regions had all of their Head Starts called while a RAP having some 250 Head Starts in its region had approximately one in eight sampled.

The choice of thirty as the target size of each sample is based on the convention in small sample statistics that the shape of the normal curve takes form with thirty cases (and we are assuming a normal distribution of impact attributes among the universe of Head Starts). The sample was drawn from a list of Head Start programs sent to us by each RAP. Some sent grantees only; others sent grantees and delegates, and still others included centers.

- In this procedure, grantees and delegate agencies were treated as equal Head Start case (or "site") units. This was particularly important in regions containing cities like Chicago and Los Angeles, and in those regions RAPs were prompted to insure that delegate agencies were included on rosters.

The situation in these large cities reveals one grantee but many delegate agencies; and a representative sample of relevant Head Start units for such a region would not be obtained if a single grantee was the only candidate for the random sample from such cities.

- Comparable respondents -- looking for those most knowledgeable about the local program's handicap effort -- were sought at each site. As with last year, such persons were usually the Handicap Coordinator (where such a role existed) or the Director (where no one else had been delegated responsibility for the handicap effort).

In our findings, it will be noted that in some RAP samples of 30 cases (or sites) slightly more than 30 respondents appear under "Sample Composition." This reflects the fact that multiple recording of respondents was allowed on the case form, and in a few instances more than one person contributed information to the case interview. It is important to bear in mind, however, that only one case (or site) form was completed for each Head Start falling in the sample, reflecting the relationships of that local program to the RAP. Thus, where more than one person at a site contributed information, a composite response was synthesized and recorded on the program form.

- A standard protocol or guide was used in the telephone interviews, designed to obtain the same kinds of categories of information as last year, plus some additional information.

Most noteworthy among "additional" information is that regarding manuals training (strongly mandated this year, absent last year). Moreover, information from cases falling in the sample both years permitted some analysis of change in the same units in their relationships to their RAPs.

It should be pointed out that our sampling procedures cannot overcome certain problems inherent in the fact that, although the impact study invites comparisons between RAPs to be made, some RAPs vary so greatly on crucial dimensions that they cannot be compared, at least not without many caveats and explanations. This is most apparent in sampling when we note that the Alaska RAP has only three Head Starts in its service region (all of which contributed impact data) while other RAPs have over 200 (and only one in eight contributed impact data). In the situation of the RAP with only a few Head Starts contributing impact data, the "average" response may hide strong positives from one program and strong negatives from another.

Head Start Perceptions of RAP Impact

Table 11 presents the complete distribution of responses by all RAPs to questions in the survey which covered topics very similar to those examined last year. Added since last year's impact survey are questions regarding the mainstreaming manuals training and a look at "Satisfaction Change" as reported by 119 sites that were called both years and offered opinions both years on "Satisfaction."

After reviewing the basis for the impact findings and the changes in expressed satisfaction at re-sampled sites we shall make overall comparisons between findings in the two years of random sampling then proceed to discuss findings this year, topic by topic. In the latter discussion we shall speak of individual RAPs as they cluster at high, intermediate or low positions in findings on the various topics, and with this approach we will be searching for patterns in RAP characteristics that might be associated with various impact results.

Table 11
HEAD START CLIENTELE REACTIONS TO RAP PROJECTS, 1978-1979

	New England RAP	Region II RAP	PUSH RAP	Chapel Hill RAP	Nash- ville RAP	Missis- sippi RAP	U of I RAP	Portage RAP	Region VI RAP	Region VII RAP	Hile High RAP	Region IX RAP	U of W RAP	Alaska RAP	Hawaii RAP
Number of Sites* (N =)	30	30	30	30	30	26	30	29	30	30	30	30	30	4	7
Sample Composition (Respondent Numbers*)															
HS Directors	12	10	13	10	12	2	19	15	23	6	16	2	18	1	5
HS NCC's	18	19	11	16	15	1	10	14	4	24	14	25	10	2	1
Other/HS	2	1	6	1	-	18	3	1	3	1	1	3	4	1	1
Cluster Coord.	-	1	-	3	4	2	-	-	-	-	-	-	-	-	-
Other	-	-	1	-	-	3	-	-	-	-	-	-	-	-	-
Sites Unfamiliar w/RAP (#)	1	None	None	None	None	None	2	None	2	None	None	None	None	None	1
Sites also in '77-'78 Sample (#)	8	9	7	7	8	23	3	5	6	14	9	11	19	4	0
Satisfaction Change '78 - '79 (Percent)															
Upgraded	-	11	14	14	63	57	67	40	33	14	11	45	11	-	-
No change ^b	75	44	57	57	-	35	-	40	17	21	44	9	42	75	-
Downgraded	25	44	29	29	-	9	33	-	17	50	33	9	42	25	-
No Response	-	-	-	-	37	-	-	20	33	14	11	36	5	-	-
Initiative: Percent Saying It Is With:															
...the RAP	50	27	37	17	20	4	43	34	47	33	47	7	50	-	43
...the Head Starts	-	13	10	13	7	-	7	10	7	7	27	-	10	-	14
...All: Mutual	47	60	50	70	67	92	43	52	27	53	27	93	33	100	43
No Response	3	-	3	-	7	4	7	3	20	7	-	-	7	-	-

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Table 11
HEAD START CLIENTELE REACTIONS TO RAP PROJECTS, 1978-1979

	New England RAP	Region II RAP	PUSH RAP	Chapel Hill RAP	Wash- ville RAP	Missis- sippi RAP	U of I RAP	Portage RAP	Region VI RAP	Region VII RAP	Hill High RAP	Region IX RAP	U of W RAP	Alaska RAP	Hawaii RAP
Types of Contacts: (Percent of Sites Mentioning)															
Newsletters/mass mailings	87	87	97	67	83	96	87	69	63	77	70	93	63	75	29
Non-RAP meeting attended	-	3	3	-	-	-	10	38	3	13	7	-	13	-	29
RAP workshops attended	53	13	13	23	17	46	13	24	3	3	7	17	13	25	14
RAP Advisory Committee	-	-	3	3	-	4	-	3	7	3	7	-	3	25	-
Info on Phone obtained	40	53	50	20	70	69	40	59	27	63	57	83	50	50	14
Materials obtained	57	50	43	47	37	69	27	62	13	60	77	57	43	100	29
TA by RAP obtained	17	17	3	3	3	15	7	21	3	23	13	23	17	50	57
TA by 3rd Party obtained	-	7	-	7	-	-	3	3	-	-	-	3	3	25	-
Respondent provided TA	-	3	3	-	-	4	-	-	-	3	-	-	-	-	-
Trng. by RAP provided	3	27	17	27	23	46	17	48	7	47	33	10	47	75	14
Trng. by 3rd Party...	-	3	3	3	7	-	7	14	-	7	3	3	3	25	-
Resp. was trainer	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Attended manual trng.	90	73	67	93	93	100	70	83	77	73	73	77	23	100	14
Obtained counsel on 94-142	-	-	-	7	-	19	-	-	3	3	-	3	-	-	14
Obtained counsel on Local	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
HS practices	3	3	-	-	-	4	-	10	-	-	-	-	-	-	-
...on Nat'l HS practices	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-
Other	3	3	23	46	10	12	-	48	-	3	30	7	40	-	57
Av. # Types of Contacts Per Site	3.5	3.3	3.2	3.5	3.3	5.0	2.8	4.8	2.0	3.8	3.8	3.7	3.4	5.5	2.7
Brokerage: (Percent)															
Service Provided	20	23	7	17	23	19	37	38	3	10	20	13	7	50	14
Not Provided Yet	3	3	6	3	3	-	3	17	-	3	3	7	3	25	14
Not Requested	73	70	83	80	73	77	50	45	93	87	77	80	87	25	57
No Response	3	3	3	-	-	4	10	-	3	-	-	-	3	-	14
Satisfaction: (Percent)															
Enthusiastic	27	33	23	50	23	69	30	36	23	17	23	47	17	50	-
Satisfied	53	57	57	30	60	15	33	59	57	63	43	33	53	50	57
Reservations	17	7	20	17	13	12	17	-	-	10	30	17	13	-	14
Dissatisfied	-	-	-	3	3	-	3	-	3	7	3	-	17	-	14
No Response	3	3	-	-	-	4	17	3	17	3	-	3	-	-	14
"Grade" (four-point scale)	3.1	3.3	3.0	3.3	3.0	3.6	3.1	3.4	3.2	2.9	2.9	3.3	2.7	3.5	2.5
Specific Problems w/RAP? (Σ)															
Yes	7	13	13	15	10	-	3	3	7	10	37	10	20	-	43
No	90	87	87	83	90	96	87	97	83	90	63	90	80	100	43
No Response	3	-	-	3	-	4	10	-	10	-	-	-	-	-	14

-178-

Table 11
HEAD START CLIENTELE REACTIONS TO RAP PROJECTS, 1978-1979

	New England RAP	Region II RAP	PUSH RAP	Chapel Hill RAP	Nash- ville RAP	Missis- sippi RAP	U of I RAP	Portage RAP	Region VI RAP	Region VII RAP	Mile High RAP	Region IX RAP	U of W RAP	Alaska RAP	Hawaii RAP
<u>Mainstream Manuals Trng.</u> No one from site attended (Percent of Sites)	10	27	33	7	7	-	30	17	23	27	27	23	76	-	86
<u>Percent of All Teachers Trained^c</u>	61	62	14	43	54	37	27	35	24	74	32	19 ^d	1	89	8
<u>RAP has "Specific Benefits"?</u> (Percent)															
Yes	87	77	80	77	83	96	63	79	67	90	77	83	50	100	29
No	7	13	7	13	13	4	3	14	13	7	20	10	43	-	57
No Response	7	10	13	10	3	-	33	7	20	3	3	7	7	-	14

- At some sites, more than one person discussed the RAP and its impact with the telephone interviewer. This accounts for the fact that the "Number of Sites" in the sample for a RAP sometimes varies slightly from the total number of respondents shown for that RAP. However, only one interview form was completed per Head Start site, and all percentages in the table are based on the N of sites called. (Where more than one person at a site provided information, a single response for the site was inferred and recorded.)
- A downgrading in satisfaction could reflect a change from "enthusiastic" to "satisfied," from "satisfied" to "some reservations," from "some reservations" to "dissatisfied".
- These percentages were calculated by dividing the reported number of teachers trained by the reported total number of teachers at the Head Start sites in the telephone survey sample (adding the average number of teachers per reporting site to the denominator for sites not reporting their numbers of teachers.)
- Phone contacts were made before RAP had completed their schedule of manuals conferences.

Basis for Impact Findings and Reported Satisfaction Changes
at Re-sampled Sites

Immediately noticeable in Table 11, compared to last year's tabulations, is the near standardization of numbers of sites sampled for each RAP. In 11 RAP samples, 30 sites contributed impact data. In the Portage sample a slip-up in call-back left the sample one short; and in Hawaii (where mail-back was awaited but was not always forthcoming from outlying sites) seven of 14 grantees responded. The remaining two RAPs contributed all their available grantees to the sample -- 26 in Mississippi, three in Alaska -- resulting in a total N of 396 sites canvassed for impact data.*

In the course of contacting these 396 sites for their impact responses, a total of 410 different respondents at the Head Starts provided information. However, our computations on responses are based on the N of sites, not on the (sometimes slightly larger) N of respondents; and (as explained at the bottom of Table 11) this means that where more than one person at a site provided impact information, a single response for the site was synthesized. Summarizing who the providers of impact data were, we find the following contributions among the staff roles at Head Starts:

	Number and Percent of Respondents	
	(#)	(%)
1. Handicap Coordinators	184	45
2. Head Start Directors	166	40
3. Other Head Start staff	46	11
4. Cluster Coordinators	10	2
5. Other Respondents	4	1
	410	99**

*Two additional sites, in Puerto Rico, were canvassed, and these would normally be a part of the NYU RAP's coverage. However, because of special conditions regarding these sites they are treated separately, under "Special Situations."

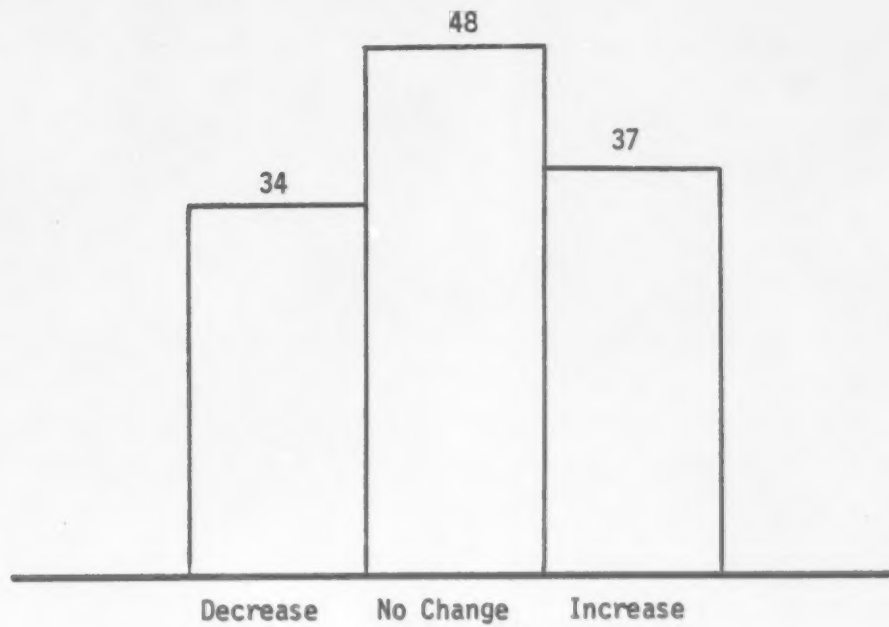
**Note rounding error.

Thus it is seen that the handicap coordinators and the directors at Head Starts combined to provide most impact information. Only in Mississippi were these two roles surpassed in numbers of respondents by other Head Start personnel. A change from last year is the diminishing numbers of cluster coordinators appearing as providers of impact information. Last year cluster coordinators were utilized as informants with considerable frequency for three RAPs, as shown below:

	<u>Number of Cluster Coordinators Respondents in/1977-78</u>
Chapel Hill RAP	18
Region VI RAP	16
Nashville RAP	10

Before making basic comparisons between findings in the two years, let us examine the results on a selected topic comparing a subgroup of sites that were called for impact information both years. Our computations revealed that 133 sites in last year's total sample were re-sampled this year (a total re-sampling of 34%). However, only 119 of these sites answered questions on "satisfaction with RAP" both years; therefore, re-sampling on satisfaction occurred for 31 percent of the sites. Results are shown in the histogram in Figure 1.

FIGURE 1
Satisfaction Change in HS Impact Survey
1978-1979
(Resampled Head Start Sites)



N = 119 (resampled sites, responding on "satisfaction" both years).

The figure presents a rather flat Bell-shaped ("normal") distribution. More re-sampled sites expressed the "same" degrees of satisfaction both years than expressed either "more" or "less" satisfaction this year compared to last. And increases in satisfaction occurred with slightly greater frequency than decreases in satisfaction. Certainly the RAPs are holding their own in the matter of pleasing their clientele; and, as will be discussed more fully under the topic "Satisfaction" below, it appears that much of the downgrading in satisfaction this year, where it occurred, was a function of rising expectations. For there is evidence the RAPs who often evoked "enthusiasm" last year sometimes elicited mere "satisfaction" -- or even "reservations" -- this year because of slowness in meeting requests (especially those requests that would not have been made last year). Clearly, the burden of manuals training and the demands it made on staff time and effort looms large in this picture.

Total Comparisons Between the Two Years

In Table 12 we have summarized the totals for all sites combined for this year and the previous year. Note that findings from the Hawaii RAP, late in arriving, are not included in the "totals" tabulations (although they are incorporated into our subsequent topic-by-topic discussion of impact). Results on the "total" comparisons overall show generally a healthy positive growth in perceived impact.

First, as we would hope, unfamiliarity with RAP, almost nil last year, was even less manifest this year. Where it did appear it could almost always be associated with special circumstances; new Head Starts in Chicago just now being included in the University of Illinois coverage; new RAP auspices (Texas Tech) in Region VI picking up where, presumably, a previous RAP organization had not spread familiarity completely across its territory. And perhaps we can expect a lingering residue of unfamiliarity each year, hopefully only a reflection of staff changeover.

On the subject of initiative, change is in the direction expected and desired. "Mutual initiative" or "initiator no longer relevant" is the modal condition in RAP relationships with clients this year, whereas last year the most

TABLE 12
COMPARISONS OF TOTAL RESPONSE PATTERNS OF HEAD START SITES TO IMPACT SURVEY IN
1978 and 1979*

	1978	1979
Number unfamiliar with RAP	10	5
<u>Initiative:</u> <u>Percent</u> responding		
it is:**		
With RAP	52	32
With HSs or clusters	10	8
Mutual	38	55
No response	0	5
<u>Types of Contacts:</u> <u>Percent</u> indicating various major types of contacts:**		
Newsletters	70	81
Phone information	20	52
Materials obtained	39	50
TA by RAP or others	16	14
Training by RAP or others ^a	20	31
Manuals training	0	75
<u>Average Number of Types of Contacts/Site:</u>	3.8	3.5
<u>Brokerage:</u> <u>Percent</u> reporting:**		
Service provided	19	19
Not provided yet	5	5
Not requested	76	75
No response	0	2
<u>Satisfaction:</u> <u>Percent</u> indicating:**		
Enthusiastic	36	32
Satisfied	45	48
Reservations	16	13
Dissatisfied	3	3
No response	0	4
<u>Percent seeing Specific Benefits in RAP:</u>	56	78
<u>Average "Grade" (four-point scale):</u>	3.2	3.0
<u>Percent having Specific Problems with RAP:</u>	(Not recorded)	11

* Computations of 1979 percentage totals do not include data from the 7 Hawaii RAP sites. Some of these sites had to be contacted by mail and results arrived late. However, the 7 (added to the other 389 site contacts) would not noticeably change the 1979 totals.

** Columns on these mutually exclusive category distributions may not sum to 100 percent due to rounding error.

*** Columns do not sum to 100 percent because multiple responses are shown.

^a Excludes manuals training.

frequent response was that "RAP was the initiator." The pattern of change indicates the growth of working relationships that do not require prodding and prompting by RAP to insure its services are known. At the same time it is recalled by the analyst/interviewers that many telephone survey respondents who said that "primary initiative" was no longer relevant because calls flowed readily both ways also stated that frequent periodic contacts to the Head Start were forthcoming from the RAP, keeping the grantee informed of important developments and opportunities. Thus the response pattern seems to indicate a growing feeling by grantees that even RAP-initiated contacts are not so much an intervention from an outside (and little-known) "they" but more a dialogue with familiar persons.*

Results on types of contacts this year reveal an increase in total percentages reporting the major types of contacts. In every major category except "TA provided by RAP or others," Head Starts reported greater percentages of contacts than last year. Thus reception of newsletters was up by ten percent, phone information by 32 percent, and materials by eleven percent. This in spite of the intrusion this year of a whole new category of contact, "manuals training" -- and 75 percent of the sites reported at least someone having attended this training. It is surprising in this picture that reports of TA almost held steady and reports of "non-manuals training" actually increased by eleven percent.

In spite of these distributions showing more frequent contacting of most major types across the total RAP program, the average number of different types of contacts reported by all the sites fell slightly this year over last, from 3.8 to 3.5. The pattern for multiple types of contacts revealed the greater importance this year of a few types that dominated the picture. The categories shown are the major ones receiving highest percentages, while the full array of "types" consists of three times as many categories. Last year, responses were spread with greater frequency across more of this total array; this year, responses were more concentrated, as the majority of Head Starts received a few types of services.

*In the course of a Head Start site visit last winter, during which information for developing local Head Start case studies was gathered, a Director said that her RAP contact was almost like one of her own staff now; and that when this contact was trouble-shooting a problem for the Director there was no let up on all parties involved (including the Director) to insure that all had followed through to some solution.

The comparison on brokerage of services shows no change from last year. Originally constituted to be "brokers," the RAPs were clearly established last year in a service groove which de-emphasized brokerage; and this de-emphasis continued in the current year.

Satisfaction, in the aggregate comparisons, shows little change* and reveals that still some 80 percent report they are either "satisfied" or "enthusiastic." Expressed "dissatisfaction" remains minuscule and expressed "reservations" appear in only one of 7.5 cases. However, translated into scores on a four-point scale of satisfaction (where 4=Enthusiastic... 1=Dissatisfied), aggregated satisfaction scores for the two years showed a decrease from 3.2 in 1978 to 3.0 in 1979. The aggregate shift is small, and it still leaves the average score for all sites at the "Satisfied" level. We shall discuss later specific situations where individual RAPs slipped on their satisfaction scores. It can be noted here, however, that decreases in satisfaction tended to be associated with rising expectations by grantees and increased requests by them that were not always filled as quickly by RAPs as the consumers desired.

Does the RAP have (or produce) specific benefits in the views of Head Starts? This year the "yes" responses were up over 20 percent over last year, to 78 percent on this question. Recalling comments offered by those who said "no" or declined to respond, it seems that the negatives and decliners continue to fall into two categories: (1) a hard core who color their interview responses with the opinion that "the RAP money would be better used in other ways" (like dividing it among grantees); (2) newcomers to the program who feel they must "wait and see" before making a judgment or coming down affirmatively. Interestingly, a follow-up question which continues to request evidence of specific impact on children in Head Start classrooms continues to elicit vague responses or responses not really on the requested target. Conclusions: response on this question is largely a matter of feeling, "faith," and general impression; and the questioning process should search for other kinds of evidence than that now being requested.

*Statisticians among the readers will recognize that "tests of significance" on this variable would not support the hypothesis that "there is a difference...."

Do Head Starts have specific problems with their RAP which they wish to bring to the attention of the telephone canvassers? This question was posed last year only as a request for suggestions. This year it is recorded both as problems and as suggestions for improving RAP impact. Problems with RAP were cited this year by eleven percent of the sampled sites. The nature of those problems, and key suggestions for improving RAP functioning forthcoming from the Head Starts, will be discussed in the topic-by-topic discussion of this year's impact presented below.

Initiative

Earlier we noted the shift this year toward more "mutual initiative" in the relationships between RAPs and their Head Start consumers, and that this was an expected (and hoped for) direction of change. Let us examine some dimensions of this change and where it occurred most and least.

Comparing the range of "mutual initiative" response percentages for the different RAPs, the range for the two years was as follows:^{1/}

	<u>Mutual Initiative</u>	
	<u>1978</u>	<u>1979</u>
High percentage	63	100 (93*)
Low percentage	12	33
Average percentage	38	55

*Excluding Alaska.

^{1/}Since Alaska so frequently appears as an "exceptional" (usually high) percentage in the ranges presented in this section, we considered leaving Alaska out of this presentation (in which we wish to look at "highs" and "lows," on various dimensions among the RAPs and seek explanations and "patterns"). However, we have decided to quote the Alaska percentages but also note the "high" excluding Alaska.

The three RAPs ranking highest on "mutual initiative" were:

	(%)
Alaska	100
Los Angeles	93
Mississippi	92

No other RAP showed a higher "mutual initiative" percentage than 70.

Clearly, the tendency toward a working relationship with Head Starts which is perceived as a more close give-and-take is facilitated by working in one state and by having fewer Head Starts to work with. Interestingly, progress in this regard may be achieved quickly in a one-state situation, since Mississippi showed 76 percent "RAP-initiated" contacts last year and Alaska 100 percent "RAP-initiated" contacts that year.

But the Los Angeles RAP finding is particularly interesting because it was there that on-site analysts heard from staff especially strong feelings expressed that the manuals (and training in their use) had given a tremendous boost to RAP this year and to consumer perceptions that RAP had something valuable to offer. It was here, too, that staff described an involvement with grantees this year, precipitated by much local Head Start reorganization (in California), in very basic problems of staffing and staff relocation. A lesson to be drawn might be that special problem conditions in Head Starts may provide opportunities for RAPs to legitimize their helping role and solidify relationships. There is definitely a feeling among staff that RAP is becoming an integral part of services (working through existing service systems) and problem solving in the region.

At the low end of the distribution on "mutual initiative," three RAPs stood out:

	(%)
Region VI	27
Mile High	27
U. of W.	33

No other RAP had less than 40 percent response on "mutual initiative."

The Region VI situation is one in which the RAP auspices (Texas Tech) are new this year, and it could be expected that a new organization would have to exercise considerable initiative to establish itself and create relationships with the Head Starts. Note, however, that a 67 percent recording of "RAP initiative" occurred for Region VI last year while 47 percent of consumers in Region VI responded this year that the RAP provided the initiative in contacts. However, University of Washington RAP was highest (50 percent) on "RAP-initiated" contacts this year, and this was one of a number of findings regarding University of Washington that left questions as to their meaning. Other examinations of the responses come up in the discussion of other impact dimensions below.

The situation with Mile High contains ingredients, however, that may have the most of all to contribute regarding "lessons" for the future -- and also poses elements of a dilemma that may not be resolvable. First of all it should be established that Mile High went from 81 percent "RAP-initiated" contacts last year to 47 percent this year; so progress in making itself known and establishing relationships involving mutuality has been made. At the same time, in attempting to serve a six-state region of 574,000 square miles, the RAP has remained aggressive in initiating contacts through established procedures -- by sharing materials, for example. It is where these procedures require some responsive actions from the consumers (like mailing back materials if they do not wish to purchase them) that discontent among consumers is evoked and inhibitions to mutuality in relationships become manifest. Such discontentment was expressed most frequently by consumers in states farthest geographically from RAP offices but also by some perceiving themselves furthest removed professionally.

Also expressions of this discontentment (detailed more fully under other dimensions below) seemed to reflect feelings about "turf" (geographic and professional) that may represent an irreducible hard core that that will never be captured for relationships of mutuality.

Types of Contacts

We have also previously cited the fact that, overall, average numbers of different types of contacts were down this year. Comparing the range of means on this dimension for the different RAPs in the two years, we find:

	<u>Different Types of Contacts</u>	
	<u>1978</u>	<u>1979</u>
High mean	6.0 (4.6*)	5.5 (5.0*)
Low mean	2.4	2.0
Average mean	3.8	3.5

*Excluding Alaska.

The three RAPs ranking highest in "mean numbers of different types of contacts per case" were:

	(Means)
Alaska	5.5
Mississippi	5.0
Portage	4.8

Alaska findings are based on just three cases; nevertheless, the Alaska RAP continued with an aggressive pattern of multiple contacts but decreased from a mean of 6.0 last year when most contacts were RAP initiated. On the other hand, the single-state Mississippi program was up in mean contacts this year from 4.4 to 5.0; so in spite of the burdens of manuals training, the Mississippi RAP continued to expand on multiple contacts.

A truly significant finding in this cluster is the one showing Portage now among the top three in mean numbers of different types of contacts per grantee -- and going up from a mean of 3.5 last year to 4.8 this year while experiencing, like all RAPs, the burden of manuals training. Other findings (below) show Portage also comparatively high in providing brokerage service; and it appears that this established program has maintained an older pattern of multiple-contact services while adding on manuals training, received (by some members of the staff) at 83 percent of the Head Starts for this RAP.

Because this dimension contains clues to results on other dimensions (like "satisfaction," "reported problems" etc.), let us present the means for both 1978

and 1979 for the rest of the RAPs (showing 1979 rankings first, in descending order), then comment on some RAPs that stand out.

	<u>Mean Different Types of Contacts</u>	
	<u>1979</u>	<u>(1978)</u>
Region VII	3.8	(2.8)
Mile High	3.8	(4.6)
Los Angeles	3.7	(3.5)
Chapel Hill	3.5	(3.8)
New England	3.5	(3.7)
U. of W.	3.4	(4.6)
NYU	3.3	(4.3)
Nashville	3.3	(2.4)
PUSH	3.2	(3.2)
U. of I.	2.8	(3.2)
Hawaii	2.7	(ND)
Region VI	2.0	(2.8)

At the top of the list of the remaining RAPs, the finding for Region VII is quite noteworthy, since average types of contacts increased by a full point in the course of a year when the manuals training burden was felt heavily. And in fact the Region VII finding seems to reflect a situation wherein a tremendous effort at manuals training (Region VII undertook to train all teachers in its region) supplemented an old pattern of multiple contacting that was admittedly comparatively low last year.

On the other hand, the findings for Mile High (and for U. of W. and NYU) seem to indicate that where "multiple contacting" was high in an older pattern (last year), it fell considerably, and could not be maintained, under the added pressures this year of manuals training and, for NYU, additional tasks.

The norm for the majority of RAPs was to hold their own (with slight slip-page, averaging about .3) in different types of contacts while concentrating on manuals training. But the Nashville RAP certainly warrants attention for moving from a low position, 2.4, on types of contacts last year to a solid 3.3 this year. This goes along with other findings on Nashville this year indicating increase in perceived vitality of the program and greater consumer satisfaction. Like Region VII, Nashville RAP seems to have ridden manuals training to a new level

of multiple contacting -- close, now, to the norm of all RAPs.

Region VI RAP, under new auspices, slipped in multiple contacting (from 2.8 to 2.0) under the burden of this year's manuals training requirements and start-up procedures.

Brokerage

Brokerage contacts have not been high in the history of the RAP program nor have they tended to increase through time. The response distributions for this year and last were:

	<u>Brokerage Provided</u>	
	<u>1978</u>	<u>1979</u>
High percentage	75 (33*)	50 (38*)
Low percentage	7	3
Average percentage	19	19

*Excluding Alaska.

The three RAPs appearing highest on brokerage contacts in 1979 were:

	(%)
Alaska	50
Portage	38
U. of I.	37

No other RAPs reported more than 23 percent on "brokerage provided."

Clearly, the two RAPs of Region V stand out in providing brokerage services -- actually expanding brokerage -- while such services have tended to diminish in other RAPs. The Alaska RAP showed three-fourths of its sites reporting brokerage last year, but was down to 50 percent this year. But even under the strains of manuals training, Portage and U. of I. showed reported brokerage actually doubling in percentages this year over last.

Four RAPs had percentages of 10 percent or less on "brokerage" this year:

	(%)
Region VI	3
PUSH	7
U. of W.	7
Region VII	10

All but the U. of W. RAP in this cluster had been quite low on brokerage last year (11 percent or below); but the U. of W. decreased in reports of brokerage services received from 23 percent in 1978 to 7 percent in this program year.

Manuals Training

The highlight of the RAP program year -- the focus of greatest effort, the crux also of both positive feelings about benefits and negative feelings regarding effort required (RAP staff) -- was the training provided in the mainstreaming manuals. The on-site evaluation analysts found that RAPs varied in their interpretations of what the mandated training requirement was (especially regarding the target for the year in percentage of teachers to be trained); but all were highly conscious of the need to organize, schedule and provide manuals training. And significantly influencing the results of our survey was the timing of training, whether manuals were actually available when it occurred, and whether it was done in workshops organized just for this training or was piggybacked (usually due to scheduling problems) with a conference having other purposes.

As noted earlier, 75 percent of the sampled cases reported "someone" from the local project attended manuals training; and a calculation made to estimate percentages of all teachers at the sampled sites trained came up with an estimate that 34 percent received manuals training. But behind these figures for all sites combined, there was considerable variability. The range in reported percentages for different RAPs of "someone" trained was:

"Someone" from Site Trained

<u>Low</u>	<u>High</u>	<u>Average</u>
(%)	(%)	(%)
14	100	75

The range in calculated percentages for different RAPs of teachers trained at their sampled sites was:

Percentages of All Teachers Trained

<u>Low</u>	<u>High</u>	<u>Average</u>
1	89 (74*)	34

*Excluding Alaska.

The RAPs ranking highest on percentages of sites having had at least one person ("someone") trained were:

	(%)
Alaska	100
Mississippi	100
Chapel Hill	93
Nashville	93
New England	90

The middle range, accounting for eight other RAPs, was quite high, running from 83 to 67 percent; and as will be noted in the "reasons cited for no one being trained," many times sampled sites had been scheduled for training, but it had not yet been received at the time of our calls.

At the low end of the scale, however, two RAPs stood out on reaching fewest sampled sites with manuals training:

	(%)
Hawaii	14
U. of W.	24

In the case of Hawaii, where six of seven sampled sites had received no training, one had "opted out" because it felt no need since it had no handicapped children, while the others reported being scheduled for future workshops. However, most of the U. of W. sites reporting no one trained said they "had not heard" of training or "it was not offered." We shall present the complete picture for all RAPs of reported "reasons no one was trained" at the close of this section.

The RAPs ranking highest on estimated percentages of teachers trained were:

	(%)
Alaska	89
Region VII	74
NYU	62
New England	61
Nashville	54

No other RAPs could be estimated to have trained as high as 50 percent of the teachers, and clearly this capability of reaching large percentages of teachers in the one year was highly dependent on numbers of Head Starts in a RAP's area and the numbers of teachers in those Head Starts. For example, Mississippi RAP covers just one state and is exceedingly high on all impact indicators this year; but this RAP covers many very large Head Starts and (in reaching 100 percent of its Head Starts with training) was only able to train an estimated 37 percent of all its teachers. Nevertheless, the achievement of Region VII in reaching an estimated 74 percent of its teachers warrants special recognition. As reported elsewhere in this document, this four-state RAP undertook a tremendous effort to reach all teachers in the region, and only weather and the recalcitrance of a few Head Starts prevented this RAP from achieving that goal.

Low on percentages of teachers trained were:

	(%)
U. of W.	1
Hawaii	8
PUSH	14
Los Angeles	19

In the case of Los Angeles, this relatively low figure is a function of the region having large Head Starts (since 77 percent had "someone trained") and the fact that a number of sites reported, at the time of our calls, that they were scheduled for future training this year.

Manuals training was a major undertaking this year and definitely had a major impact on Head Starts. RAPs made great efforts to accomplish this training. Therefore, as promised, we are presenting below the complete picture of comments forthcoming from sites where no one received manuals training on why this was so. (See Table 13)

TABLE 13
REASONS NO ONE RECEIVED MANUALS TRAINING:
REPORTED BY RAP, SHOWING NUMBERS CITING VARIOUS REASONS

<u>University of Washington:</u> Reporting No Training	24
"Did not hear of it" or "Not offered"	19
"No money" or "Too far to go"	1
"Weather"	1
"Session was cancelled"	1
No reason given	2
<u>PUSH:</u> Reporting No Training	10
"Scheduled too early" or "Other commitments"	3
"Did not hear of it"	2
"New Head Start" or "HS not organized in HC"	2
"No money"	1
"Weather"	1
"Did own training"	1
<u>University of Illinois:</u> Reporting No Training	9
"Did not hear of it"	5
"Other commitments"	4
<u>NYU:</u> Reporting No Training	8
"New program" or "Program reorganizing"	3
"Did not hear of it"	2
"Did own training"	1
"Did not feel need"	1
"On future schedule"	1
<u>Region VI:</u> Reporting No Training	8
"Weather"	5
"No time" or "No desire to go"	2
"Illness"	1
<u>Mile High:</u> Reporting No Training	8
"No money" or "Too far to go"	3
"No desire to go"	3
"Did not hear of it"	2
<u>Region VII:</u> Reporting No Training	7
"Did not hear of it"	4
"No money"	1
"Other priorities"	1
"On future schedule"	1
<u>Los Angeles:</u> Reporting No Training	7
"On future schedule"	4
"Other commitments"	1
"Mixup in HS, no follow through"	1
"Did not hear of it"	1
<u>Hawaii:</u> Reporting No Training	5
"Scheduled for future"	4
"Had no children yet with HC conditions"	1
<u>Portage:</u> Reporting No Training	5
"Weather"	3
"Did not hear of it"	1
"Did not need it"	1
<u>New England:</u> Reporting No Training	4
"New Head Start" or "Reorganized HS"	2
"No money"	1
"On future schedule"	1
<u>Nashville:</u> Reporting No Training	2
"No money"	1
"Grantee sent representatives"	1
<u>Chapel Hill:</u> Reporting No Training	2
"Felt no need"	1
"Summer program"	1

Satisfaction

As previously noted, satisfaction with the RAPs held steady this year considering the combined categories "enthusiastic" and "satisfied," and among resampled sites there was slightly more increase than decrease in satisfaction.

First let us note how specific RAPs faired on being evaluated two different years by the same sampled sites. In all, 12 RAPs had at least five site cases falling in our samples in both 1978 and 1979. Those RAPs faring the best on these reevaluations were:

Increase in Satisfaction at Same Site Cases

	(%)
Nashville	63
Mississippi	57
Los Angeles	45

These findings are consistent with others presented in this report: Nashville was low on satisfaction responses last year and shows evidence of resurgence in popularity this year; Mississippi, where a second year's effort concentrated in one state is showing increasing pluses on several indicators, showed an upsurge from "satisfied" to "enthusiastic" this year; Los Angeles, organized under a new umbrella, benefiting from this change and establishing increasingly trust-evoking relationships with its Head Starts, also shows an upswing from "satisfied" to "enthusiastic."

Those RAPs receiving most downgrading by resampled sites were:

Decrease in Satisfaction at Same Site Cases

	(%)
Region VII	50
U. of W.	43

In both these instances, slippage is from "enthusiastic" -- relatively high for both these RAPs last year -- to "satisfied" (although U. of W. was the only RAP to record over 10 percent "dissatisfied" this year). Interpretation would have to benefit from all the findings presented on the RAPS' activities in this report. Here we only suggest that reasons for lessening satisfaction with these two RAPs this year may be

quite different for the two, since:

- Region VII undertook the greatest effort in manuals training of all RAPs this year.
- Findings on U. of W. indicate the smallest (or least impacting) manuals training effort by this RAP.

Before reporting the remaining findings on expressed satisfaction by all the sampled sites, we wish to stress that the combined categories "enthusiastic" and "satisfied" accounted for approximately 80 percent of the responses in both 1978 and 1979. Distributions presented two ways for the two years were as follows:

	<u>Enthusiastic About RAP</u>	
	<u>1978</u>	<u>1979</u>
High percentage	100 (74*)	69
Low percentage	0	13
Average percentage	36	32

*Excluding Alaska.

	<u>Enthusiastic or Satisfied</u>	
	<u>1978</u>	<u>1979</u>
High percentage	100	100 (97*)
Low percentage	41	63
Average percentage	81	80

*Excluding Alaska.

Since the "enthusiasm" category was where change occurred, let us examine highs and lows at this end of the scale and the high on "dissatisfied" as well.

The RAPs ranking highest on "enthusiastic" in 1979 were:

	(%)
Mississippi	69
Chapel Hill	50
Alaska	50
Los Angeles	47

Two of these RAPs, Mississippi and Los Angeles, were cited above as showing greatest increases on satisfaction from resampled sites. The other two, Chapel Hill and Alaska, remain in the high enthusiasm elite (although Alaska dropped from having all cases reporting enthusiasm last year to having just half the grantees this year reporting they were "enthusiastic").

Across most RAPs, high enthusiasm seemed to wane. For example, changes for those high on "enthusiastic" last year were as follows:

	Percentages "Enthusiastic" About RAP	
	1978	1979
NYU	74	33
U. of W.	52	17
Mile High	45	23
U. of I.	42	30

Since composite scores were computed on Satisfaction, let us look at distributions of those scores (where 4.0 = Enthusiastic... 1.0 = Dissatisfied) and changes in those scores this year compared to last. We have already noted that the composite satisfaction score for all RAPs combined decreased from 3.2 to 3.0. Further, it should be noted that nine of the 14 RAPs surveyed in both years showed decreases in composite scores while only five showed increases. The complete distribution of composite satisfaction scores for all RAPs for 1978 and 1979 are presented in Table 13a.

Highlights from Table 13a tend to return the focus to the same RAPs cited previously in this discussion of satisfaction. Thus highest composite satisfaction scores appear at the following RAPs:

	<u>Satisfaction Score (1979)</u>
Mississippi	3.6
Alaska	3.5
Portage	3.4

Table 13a
Comparisons on Satisfaction Scores (1978 & 1979)

<u>RAP</u>	<u>1978</u>	<u>1979</u>	<u>Change</u> <u>('78 - '79)</u>
New England	3.5	3.1	-.4
NYU	3.6	3.3	-.3
PUSH	3.1	3.0	-.1
Chapel Hill	3.5	3.3	-.2
Nashville	2.3	3.0	+.7
Mississippi	3.1	3.6	+.5
University of Illinois	3.2	3.1	-.1
Portage	3.3	3.4	+.1
Region VI	3.0	3.2	+.2
Region VII	3.2	2.9	-.3
Mile High	3.3	2.9	-.4
Los Angeles	2.7	3.3	+.6
University of Washington	3.2	2.7	-.5
Alaska	4.0	3.5	-.5
Hawaii	-	2.5	-
ALL	3.2	3.0	-.2

Lowest satisfaction scores appear at:

	<u>Satisfaction Score (1979)</u>
Hawaii	2.5
University of Washington	2.7

Greatest positive changes between 1978 and 1979 are shown for:

	<u>Score Change 1978-'79</u>
Nashville	+.7
Los Angeles	+.6
Mississippi	+.5

Greatest negative changes in satisfaction between 1978 and 1979 were at:

	<u>Score Change 1978-1979</u>
Alaska	-.5
University of Washington	-.5
Mile High	-.4
New England	-.4

In sum, the numbers shown reflect a number of varied situations. They show that satisfaction increased noticeably at some RAPs (Nashville, Los Angeles) that were relatively low on this factor last year, but also at one (Mississippi) that was at least average last year; and they also show that the greatest decreases in satisfaction appeared at RAPs that were relatively high on this factor (Alaska, New England) or at least average (Univ. of Washington, Mile High) last year.

We have speculated about reasons for some of the negative shifts (notably in discussing RAP relationships with Head Starts under "Initiative" above); and we speculate again that rising expectations are doubtless important to the change. The situation is compounded by the fact that Head Starts now more aware of RAP services and making more requests for help are doing so at a time when RAPs (under pressures of manual training) have had less staff time for attending to such requests. Comments noted down by the phone interviewers also provide some clues (and continue to reveal certain irreducible discontentments that will probably always be manifest, as local grantees reflect feelings of turf). Recurring themes of dissatisfaction are:

- The money for RAP should come to the states or to us; the region is too large for coverage, we need a program just for our state.
- We can do more for ourselves, or we're ahead of the RAP in expertise.
- The day of mass training should be past; we need tailored help right here close to home.
- They (the RAP) seemed too busy this year to get around to us when we made requests.

Considering these specific recordings of being "dissatisfied," only U. of W. received more than one or two such evaluations, and it received five. The concerns expressed were:

- The RAP is too much a self-contained unit and does little outreach. It's not helpful to visit the EEU program at our own expense.
- The RAP did not cover the topics the Head Start had requested.

Perceived Benefits and Problems

The range of response percentages for the two years on perceiving that RAP does have specific benefits was:

	<u>RAP has Specific Benefits</u>	
	<u>1978</u>	<u>1979</u>
	(%)	(%)
High percentage	100 (96*)	100 (96*)
Low percentage	17	29
Average percentage	56	78

*Excluding Alaska.

Thus while "enthusiastic" responses have been toned down somewhat in the RAP network, percentages of cases stating that "Yes, the RAP has specific benefits" have risen markedly. High in reports of specific benefits this year were:

	(%)
Alaska	100
Mississippi	96
Region VII	90
New England	87

But fully 11 of the 15 RAPs had percentages of 77 or more of sites reporting specific benefits. And aside from Hawaii (in its first year of operations), no RAP fell below 50 percent in reports of benefits. In the case of Hawaii, comments of respondents indicated the feeling that "It was too early to see specific benefits" from the RAP as yet.

To complete the picture on this dimension, we present the following findings on RAPs at the low end of the scale in reports of specific benefits:

	(%)
Hawaii	29
U. of W.	50
U. of I.	63
Region VI	67

Excepting Hawaii, changes on this dimension for these RAPs since last year were:

	Percentages Reporting RAP Has Benefits	
	1979	(1978)
U. of W.	50	(74)
U. of I.	63	(58)
Region VI	67	(41)

Clearly, U. of W. RAP has slipped most on this dimension; and, in fact, at this low end of the 1979 scale the results for Region VI (under the new auspices of Texas Tech) reflect considerable improvement in positive perceptions over last year.

Turning now to "problems," recall that no specific tabulation of sites reporting "Yes, have problems with RAP" occurred last year. When the question was asked in this way this year, only small numbers of reports of problems appeared. In

fact, only six RAPs had as many as 10 percent of respondent sites reporting problems. Those RAPs where over 10 percent of respondents reported "problems with RAP" were:

	<u>Problems With RAP</u>
	(%)
Hawaii	43
Mile High	37
U. of W.	20
NYU	13
PUSH	13
Chapel Hill	13

With a view to uncovering constructive criticism that may be helpful, let us look at some of the specifically cited problem themes in this cluster. We shall associate them with the RAPs where they appeared, since some problems tended to be region- or area-specific and/or situation-specific.

Problems With the Hawaii RAP:

- RAP's purpose and tasks have not been clarified.
- RAP is taking too long to get set up.
- Consultants are the same as on old training programs. We need new ones.

Problems With the Mile High RAP:

- Our program is too large and self-sufficient to be helped by RAP.
- RAP has been too busy to come to us or respond quickly to our requests.
- It's a waste of postage to mail us materials for review and mailback.
- We can't get the specialized help we need from RAP, but could get it locally if we had the money.
- RAP's services duplicate what we can get elsewhere if we're given the money.

Problem With the NYU RAP:

- RAP's visibility is too low.
- It is not in tune with local Head Starts and local resources and problems.
- RAP is not responding to our needs.

Problems With the NYU RAP:

- RAP has been slow in response this year.

Problem With PUSH RAP:

- Too many people were providing training; more coordination is needed.
- Manuals training was too far away.

Problem With the Chapel Hill RAP:

- The RAP is too oriented to North Carolina.
- It is too far from the rural programs.
- It should be able to hook in directly to national clearinghouses in giving us services.

Suggestions

Many, if not most, Head Start respondents to the telephone survey gave suggestions on how RAP services could be improved. Some of these suggestions followed the general lines of criticism from a minority of the discontented which have already been documented:

- Localize RAPs by states, or
- Put the RAP money into the local programs.

However, we have gleaned the following as recurrent suggestions which, in the main, are applicable to all RAPs (although some are more area-specific). They are offered more as an alert to RAPs of the direction local grantee thinking is taking this year (following the experience of manuals training) than as an agenda of what should be done next program year. It will be noted that many suggestions envision a follow-up to this year's manuals training. Major suggestions include:

- Provide on site, program by program training on specific handicapping conditions and mainstreaming problems.
- Provide copies of the manuals for parents and train parents as advocates.
- Tailor training for regional and county differences.
- Improve the timing and scheduling of training and don't have it so late in the year.
- Have training materials in Spanish and have consultants who are Spanish speaking.
- Separate different groups by levels of sophistication for the training.
- Print the names of the speakers in notices about the training.

(And perhaps triggered by RAP's new visibility through manuals training):

- Have RAPs provide more one-to-one assistance on site.
- Have RAP personnel assigned to coverage of smaller sub-areas.

- Provide more T/TA to rural programs and more help in linking rural programs to providers.

(While recurring as general suggestions for insuring continued outreach by RAPs):

- Keep track of new Head Starts emerging and orient them and send them information on what RAP does.
- Be sure to have methods in place for keeping track of requestors so that follow-up can be quick or at least notification given that the request has not been forgotten.
- Make monthly telephone calls requesting information on local needs.

Many of these suggestions may not be feasible under current RAP staffings, mandates, and assignments of geographic coverage. But they represent the kind of thinking going on at the local level this year. If the RAP program and network is to remain viable, and if slippage in RAP reception and in satisfaction with RAP services is not to occur, then this thinking must be taken into account -- at national and regional levels -- as the future evolution of the program is planned and interpreted to the local consumers.

Special Situations

Three special situations will be given separate treatment here. We wish to acknowledge impact findings from two Puerto Rico sites (not included in the preceding discussion or numerical aggregation); we wish to discuss the situation at the University of Illinois RAP which added responsibilities this year for delegate agencies in Chicago, and we feel it important to discuss briefly a special effort that was made to correct biases that might have appeared in our survey procedures for obtaining impact data on the University of Washington.

Puerto Rico is a part of the geographic coverage of the NYU RAP. Calls to two Puerto Rico sites were handled separately and the findings we shall highlight relate to manuals training. Because the Puerto Rico programs are so large, the NYU RAP strategy was to train Head Start administrative staff who would in turn train Head Start teachers. This procedure was indeed followed and at the two sites called:

- One grantee reported that 30 administrative staff were trained by RAP, and these persons subsequently trained 300 teachers and aides.
- The other grantee reported that 48 trainers were trained by RAP, and these persons subsequently trained 600 teachers.

An additional comment by one grantee was that the manuals will be translated into Spanish and that the RAP has done the ground work for this.

Both these grantees reported being "enthusiastic" about RAP; both reported that contacts are "mutually initiated"; and both felt that the RAP had contributed "specific changes" in Head Start services for handicapped children.

The University of Illinois RAP this year received permission for the first time to make direct contact with Head Start delegates operating under auspices of the Chicago grantees. The RAP reports that the Chicago grantees are larger than the three states served and are treated as a fourth state. This year for the first time our telephone survey included delegate agencies of these two Chicago grantees. Two samples were drawn from University of Illinois; the sample used in this report included six Chicago sites which replaced six non-Chicago sites in the original sample.

The changes in the total impact profile for the University of Illinois RAP were very slight when the six Chicago programs were added as replacements. Nevertheless, the following response characteristics of the six Chicago programs as a group should be cited as somewhat lower on various response variables than the total sample in which they were included:

	<u>Total Sample</u>	<u>Chicago Six</u>
Percent familiar with RAP	39	83
Initiator of contacts:		
Percent "Mutual"	43	0
Average number of transactions	2.8	1.8
Percent receiving 3rd party assistance	37	0
Percent of HS's attending manuals training	70	67

On the other hand, on some variables the Chicago group made positive contributions to the scores and responses of the total sample of 30, as revealed on the following items:

	<u>Total Sample</u>	<u>Chicago Six</u>
Percent "enthusiastic" or "satisfied" about RAP	63	67
Percent "enthusiastic"	30	50
Percent stating "RAP contributes specific benefits"	63	67
Percent having "specific problems" with RAP	3	0
Percent of teachers trained (manuals)	27	72

In general, this picture corroborates the view that newcomers to the RAP network this year, while less familiar with RAP were more likely to be enthusiastic and less likely to have problems with a RAP than the "old hands" who had had time to develop new expectations.

Regarding the University of Washington RAP impact findings, evidence points to the fact that there is a problem of recognition and visibility in this RAP region, partly due to overlap -- historically as well as in services -- between RAP and the Experimental Education Unit (EEU). Several comments by Head Starts reflect problems of visibility and included comments that no response had been received to requests for clarification of the RAP role. Some respondents were confused about RAP and EEU and their differences, viewing EEU as RAP. Another referred to RAP as "BEH." One had never met RAP staff, although this Head Start reported that staff regularly attended STATO meetings. Comments also indicated that the only direct service from RAP was in Seattle, and this was out of the question due to distance. And in these types of comments University of Washington RAP was being caught up in a general theme arising in most RAP regions this year: that more on site assistance is desired. It may be that a particular configuration of conditions in Region X intensified the general problems and discontentments evoked by RAPs at the local level this year. This was especially true in the problem of making the training accessible and having it recognized as "manuals training."

Two of the three manuals training workshops in Region X were conducted in September and October and at that time RAP had not yet received the manuals from ACYF. The early timing of training, combined with the absence of manuals, made it difficult for respondents to our telephone survey in March to recall the training experiences and associate them with manuals training.

It was also found that our phone interviews frequently did not speak to the person usually contacted by the University of Washington RAP. In 14 of 30 calls, the recommended contact person was not reached and an alternate person -- Head Start Director or Handicap Coordinator -- provided the impact information. A comparison of recommended and alternate contacts' responses on satisfaction with RAP revealed the following:

	University of Washington Response of Satisfaction	
	<u>RAP Contact</u> (%)	<u>Different Contact</u> (%)
Enthusiastic	19	7
Satisfied	62	43
Some Reservations	13	21
Dissatisfied	6	29

"Recommended contacts" produced results of 81 percent on "enthusiastic" and "satisfied" combined compared to 50 percent on these combined categories for the alternate contacts. Percentages were considerably higher in each of these categories in responses of the "recommended contacts." Moreover, "dissatisfaction," noticeably high in University of Washington compared to other RAPs, was mainly expressed by the alternate contact persons. Thus our overall survey findings should be considered with this comparison in mind.

However, it should also be noted that nine of the 16 RAP-recommended contacts (or 55%) reported not knowing about the manuals training, and this corroborates a picture of low manuals-training visibility and recognition in Region X. The following factors -- basically, differences in the way University of Washington performed manuals training compared to most procedures followed by other RAPs -- contributed to the recognition problem:

1. RAP training was piggybacked with other scheduled (STATO) meetings and was not the sole focus.
2. RAP training consisted of two sessions in the morning and afternoon rather than two-day workshops.
3. RAP did not follow the NYU format or utilize the NYU materials.
4. RAP did not utilize consultants for presentations on handicapping conditions. RAP staff conducted the training.
5. RAP offered no choice among handicapping conditions; it offered two sessions only -- communication disorders and learning disabilities/emotional disturbance.

We feel this special look into the University of Washington RAP should provide insight for all RAPs in facing up to future efforts to improve their impact and its perception by their local Head Start consumers. The evaluators re-called roughly one-third of the original sample to verify or alter our findings.

SEA IMPRESSIONS OF THE RAP PROGRAM

Methodology

During the past two years RAPs have worked with State Education Agencies (SEAs) to help form agreements with Head Start to improve services for preschool handicapped children. Twice annually RLA has conducted a telephone inquiry of SEA personnel to determine the impact of RAP on state level education planning for these children. The results of the first inquiry during the current contract year can be found in the Third Year RAP Evaluation Interim Report (January 1979). Some comparison of those results will be made with the results of the latest interviews, which reflect activities between January 1979 and June 1979 (refer to Table 14), as well as some comparison with interview results from June 1978 (refer to Table 15).

In preparation for these calls RLA asked each RAP to provide the names of their current primary SEA contact person. Letters notifying each SEA contact person of the inquiry were sent in advance of the calls.

A total of 55 SEA names were provided by the RAPs including each of the fifty states, the District of Columbia, American Samoa, the Commonwealth of the Northern Mariana Islands, the Pacific Trust Territory and Guam. Calls were placed to 100 percent of the potential SEA respondents. Interviews were completed with 52 SEAs (94%). Vermont was reached but the interview was only partially completed because of minimal involvement with RAP. No interview was conducted in Arkansas due to the recent death of the SEA person; the SEA in the Commonwealth of the Northern Mariana Islands was never reached after six attempts by RLA. Calculations are based on the total number of respondents reached (53 or 96%) unless otherwise noted.

The interview guide for the SEA telephone inquiry covered the following issues:

- Familiarity with RAP (for those respondents not contacted in previous telephone inquiries)
- Frequency of contacts

TABLE 14
SUMMARY PROFILE OF RAP/SEA INTERACTIONS
FROM JANUARY 1979 TO JUNE 1979
WITH COMPARATIVE FINDINGS FROM DECEMBER 1978
(Note: Percent may not total 100 percent due to rounding error)

Characteristics	% of SEAs Responding December 1978		% of SEAs Responding June 1979		Direction of Change From December 1978 to June 1979	
Familiarity with RAP	100		100		0	
Frequency of Contact _a						
No	21		21		0	
M	31		49		+	
O	25		21		-	
I	13		8		-	
N	8		2		-	
National Grade _c	2.5		2.8		+	
Most Frequent Means of Communication via Media	Use	Use Regularly	Use	Use Regularly		
Telephone	75	50	98	70	+	+
Materials	77	42	83	53	+	+
Meetings	63	6	87	21	+	+
Initiation of Contact						
Mutual	46		58		+	
RAP	46		58		-	
SEA	0		4		+	
Never	8		0		-	
Nature of Contacts						
Advisory Committee	67		58		-	
Meetings/Conferences/Workshops (not incl. AC meetings)	65		60		-	
Materials/Publications	54		56		+	
SEA/MS Collab. Agreements	25		50		+	
SEA used as Provider	25		23		-	
RAP used as Provider	27		33		+	
Information Exchange	75		77		+	
Mutual Project	18		6		-	
State Plan	4		4		0	
Introductory Contact	8		12		+	
Other	NA		6		NA	
Average Mention of Types of SEA Contact (National Grade)	3.7		3.9		+	
Satisfaction/Effectiveness _d						
Enthusiastic	26		35		+	
Satisfied	48		58		+	
Some Reservations	14		2		-	
Dissatisfied	0		0		0	
No Opinion _e	12		6		-	
National Grade _d	2.9		3.2		+	
Problems Encountered in Dealing with RAP _f						
Yes	0		2		+	
Qualified Yes	6		4		-	
No	83		94		+	
Perceptions of RAP Since Last Telephone Survey _g						
O	46		74		+	
+	15		23		+	
-	13		8		-	
No Opinion _g	27		3		-	

- a - Direction of change is indicated by: (0)= results (opinions) are the same as those in 12/78, (+)= results (opinions) have improved, (-)= results (opinions) have decreased
b - No = more than monthly, M = monthly, O = 6-11 times/year, I = 1-5 times/year, N = never
c - Grade based on scale of 1-4: No = 4, M = 3, O = 2, I = 1, N = 0
d - Grade based on scale of 1-4: E = 4, S = 3, R = 2, D = 1, No Opinion = 0 (No opinion = 1 because of minimal contact with RAP)
e - Some SEAs have no opinion because of their recent association with RAP
f -

TABLE 15
COMPARATIVE FINDINGS FROM SEA TEL EPHONE INQUIRIES
AT THREE DIFFERENT REPORTING PERIODS
(June 1978, December 1978, June 1979)

Characteristics	June 1978	December 1978	June 1979
Number of Possible Respondents	51	52	53
% of Interviews Completed	96	83	94
% Familiar with RAP	100	100	100
Frequency of Contact (% of Respondents Reporting)			
Regular	60	52	70
Occasional	20	25	21
Infrequent	18	13	8
Never	2	8	2
National Grade	No Data	2.5	2.8
Initiation of Contact (% of Respondents Reporting)			
Mutual	60	46	58
RAP	No Data	46	38
SEA	No Data	0	4
Never	No Data	8	0
Type of Contact (% of Respondents Reporting)			
Advisory Committee	45	67	58
Meetings/Conferences/Workshops (Not incl. AC meetings)	77	68	60
Materials/Publications	55	54	56
SEA/NS Collab. Agreements	No Data	25	30
SEA used as Provider	33	25	23
RAP used as Provider	28	27	33
Information Exchange	88	75	77
Mutual Project	26	15	6
State Plan	6	4	4
Introductory Contact	No Data	8	12
Other	No Data	No Data	6
Average Mention of Types of SEA/RAP Contact	3.0	3.7	3.9
Satisfaction/Effectiveness (% of Respondents Reporting)			
Enthusiastic	43	26	35
Satisfied	45	48	58
Some Reservations	4	14	2
Dissatisfied	0	0	0
No Opinion	6	12	6
National Grade	No Data	2.9	3.2
Problems Encountered in Dealings with RAP (% of Respondents Reporting)			
Yes	0	0	2
Qualified Yes	22	7	4
No	78	93	94
Suggestions for RAP (% of Respondents reporting)	~50	<50	61

- a. Regular contact include monthly or more than monthly contact, occasional contact = 6-11 times/year, infrequent contact = 1-5 times/year.
b. National grade based on scale of 1-4 that includes the following values: More than monthly (M)=4, monthly (M)=3, occasionally (O)=2, infrequently (I)=1, Never (N)=0.
c. Tabulations not computed on this data in June 1978.
d. Tabulations not computed on this data in December 1978.
e. National grade based on a scale of 1-4: enthusiastic=4, satisfied=3, some reservations=2, dissatisfied=1, no opinions=0 (No Opinion=1 because of at least minimal contact with RAP).

satisfied=3, some reservations=2, dissatisfied=1, no opinions=0 (No Opinion=

- Initiator of contacts
- Nature of contacts
- Level of satisfaction with RAP
- Outcomes
- Problems
- Suggestions
- Perception of RAP since the last inquiry

No prompting was done except where the respondent indicated no contact or minimal contact with RAP, and/or was not forthcoming with information. In this case the interviewer then asked if the SEA had received any correspondence, materials, calls, etc. from RAP.

After discussing an overall profile of RAP/SEA interactions for January 1979 to June 1979 by topic, the data from these inquiries will be reviewed on a program-by-program basis.

An Overall Picture: Familiarity with RAP

One hundred percent of the SEA personnel reached were familiar with RAP. Fourteen respondents (26%) were new and all were familiar with RAP, however, one respondent (Rhode Island) needed some prompting and three respondents (Wyoming, Oregon and Guam) were only slightly familiar with RAP. Seventy-four percent (39) were the same respondents contacted in December, 1978 suggesting a continuity of liaison and an ongoing relationship between RAPs and SEAs. Job turnover and agency reorganization account for most of the 14 new respondents. Seven of 14 new persons replaced respondents who were also new in December 1978, indicating that there have been changes at least twice in the past year, affecting five RAPs.

Frequency of Contact

Frequency is classified as more than monthly, monthly, occasionally (six-11 times per year), infrequently (one to five times per year), or never. Computations are also worked for determining frequency of contacts made by telephone, by mail (i.e., newsletter, materials) or at meetings. Seventy-one percent (37) of the 53 respondents reported regular interaction with RAP. This figure is up significantly (18%) from the December interviews. (Sixty percent of the respondents in June 1978 reported regular contact with RAP.) Of the 37 SEAs who reported regular contact with RAPs one third reported contact more often than monthly. Twenty-one percent (11) of the respondents reported occasional contact, eight percent (four) reported infrequent contact, and one SEA reported no contact. The latter SEA (Vermont) indicated that this was through no fault of the RAP but due in fact to her own inaccessibility because she has been on leave.

Each RAP received a "grade" reflecting the average frequency of contact made with all SEAs in their service area. The "grades" are based on a four point scale (never = 0, infrequently = 1, occasionally = 2, monthly = 3, more than monthly = 4). The grade includes contacts initiated either by RAP or by the SEA, or mutually. The national average frequency of contact between SEA and RAP is 2.8, up slightly from 2.5 in December. Contact is made more often than six times annually, but less than 12 times. The "grades" received by each individual RAP appear on Table 16. There is a bias in the computations where RAPs serve few states; for example, the Alaska RAP serves only one state and received a "grade" of 4.0; the Mile High RAP serves six states and a "grade" of 3.5 was computed. In the former case, more than monthly contact is made with one agency; in the latter case, about the same frequency of contact is made with six agencies. The "grades" received in June have gone up from last December for nine RAPs, remained the same for three RAPs, and have gone down for three RAPs.

The most common medium of contact indicated by all respondents was computed for the RAP program nationally, as well as for each RAP. The primary medium of communication was the telephone, mentioned by 98 percent (52) of respondents. This figure is up significantly from December's telephone inquiry (75%) and indicates that RAPs are in closer contact with SEAs on a more personal level than

TABLE 16
SUMMARY PROFILE OF RAP/SEA INTERACTIONS ON A PROGRAM BY PROGRAM BASIS
January 1979-June 1979

Characteristics	New England	NYU	PUSH	Chapel Hill	Mississippi	Wash-ville	U. of Ill.	Portage	Texas Tech	U. of Kansas	Nile High	L.A.	Hawaii	U. of Wash.	Alaska
Number of Respondents Unfamiliar with RAP (+ Prompting)	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None
Frequency of Contact (Sign +, -, 0 indicates direction of change since 12/78)	1.8 (+)	3.0 (+)	3.8 (0)	2.5 (-)	2.0 (-)	3.0 (-)	3.3 (+)	2.7 (+)	3.0 (+)	3.0 (0)	3.5 (+)	3.0 (0)	2.3 (+)	2.7 (+)	4.0 (+)
Most common means of communication between RAP/SEA (not necessarily the most regular)	M	T-H-M	M	H	T-H-M	T	M	T-H-M	T	T-H	T-M	T-H	T-H-M	T-H-M	T-H-M
Initiation of Contact															
Mutual	3	2	3	3	-	2	1	2	2	2	3	1	1	2	1
RAP	2	-	3	1	1	-	2	1	2	2	1	2	2	1	-
SEA	-	-	-	-	-	1	-	-	2	-	-	-	1	-	-
Nature of Contacts with SEA															
Advisory Committee	3	2	2	4	-	1	3	3	1	3	4	3	-	1	-
Meetings/Conferences/Workshops (Not incl. AC meetings)	3	2	3	2	1	2	2	3	3	1	3	2	2	1	-
Materials	2	2	4	3	1	1	-	3	1	2	4	3	3	1	1
SEA/RS Collab. Agreements	1	-	2	2	1	2	2	2	3	3	4	2	1	2	-
SEA used as Provider	2	-	1	3	-	1	-	2	-	1	1	-	-	1	-
RAP used as Provider	2	2	2	1	-	-	-	1	1	3	1	2	1	1	1
Information Exchange	5	2	5	2	1	3	2	3	3	3	5	2	2	1	1
Mutual Project	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Plan	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Introductory Contact	1	-	1	-	-	-	-	-	1	-	1	1	1	-	-
Other	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-
Average number of types of SEA contacts per RAP (Sign +, -, 0 indicates direction of change since 12/78)	4.6 (+)	3.0 (0)	3.5 (-)	4.3 (+)	3.0 (0)	3.3 (-)	3.0 (+)	5.7 (+)	3.5 (+)	3.8 (-)	4.0 (-)	6.7 (+)	2.3 (-)	2.7 (-)	3.0 (0)
Satisfaction/Effectiveness (Sign +, -, 0 indicates direction of change since 12/78)	3.4 (+)	3.0 (+)	2.8 (-)	3.5 (+)	3.0 (0)	3.7 (+)	2.7 (+)	3.3 (+)	3.5 (+)	3.5 (-)	3.0 (-)	2.7 (0)	3.3 (+)	3.3 (+)	4.0 (0)
Perceptions of RAP since last telephone survey															
0	2	1	3	3	-	2	1	2	1	4	3	1	1	2	1
+	2	1	-	-	-	1	2	-	2	-	-	1	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No Opinion	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Applicable	2	-	2	1	1	-	-	1	2	-	3	1	4	1	-

a - Grade based on scale of 1-4; 0=Never, 1=Infrequently, 2=Occasionally, 3=Monthly, 4=More than Monthly.
b - Direction of change as indicated by: (+)results (opinions) are the same as those in Dec. '78, (0)results (opinions) have improved, (-)results (opinions) have decreased.
c - Telephone, M=Materials, H=Meetings/Conferences/Workshops.
d - Numbers may not add up to total number of states because of no contact by SEA.
e - Grade based on scale of 1-4; Enthusiastic=4, Satisfied=3, Some Reservations=2, Dissatisfied=1, No Opinion=0.

during any period prior to this time. Closely ranked with telephone contact are materials distribution and meetings, mentioned by 44 respondents (83%) and 46 respondents (87%) respectively. Further analysis shows communication by telephone and materials distribution are most often on a regular basis, while meetings are conducted occasionally. One SEA (Vermont) indicated no contact with RAP.

Initiative

More than half of the SEA respondents (58%) feel that the RAP/SEA contacts are mutually initiated. There has been an increase in the number of SEAs who feel that contact is mutual. Many SEAs place strong emphasis on the value of their relationships with RAPs, suggesting that a greater level of trust and a freer exchange of information exists. Thirty-eight percent indicated that contact is initiated by RAP. Two SEAs felt that they have been the primary initiator of RAP/SEA contacts.

Types of Contacts

SEA respondents' unprompted responses on the nature of contacts with RAP were coded into the following categories:

- Introductory contact
- State plans
- Meetings/conferences/workshops (not including Advisory Committee meetings)
- RAP Advisory Committee
- Collaborative agreements between SEA and Head Start facilitated by RAP
- Mutual projects
- Information exchange
- Publications, materials
- SEA uses RAP as provider
- RAP uses SEA as provider
- Other

Several types of contact may have been involved in the same discrete event, therefore, these categories are not mutually exclusive. Multiple codings of RAP/SEA service episodes were used as a way of recording their range and complexity. For example, contact could be recorded several different ways, whether they were unrelated or all related to the same event.

Information exchange heads the list of the most frequent kind of contact, mentioned by 77 percent of the respondents. Meetings, publication/materials and collaborative agreements follow, mentioned by 60 percent, 56 percent and 50 percent respectively. The overall picture shows an average of 3.9 types of RAP/SEA contact per state. This figure is up from 3.0 one year ago and from 3.7 last December. The number of states reporting each type of contact and the corresponding percentages follows:

<u>Types of Contact</u>	<u>Number of States Reporting</u>	<u>Percent Reporting</u>
Introductory contact	6	12 %
State plans	2	4
Meetings/conferences/workshops (excluding Advisory Committee meetings)	31	60
RAP Advisory Committee	30	58
Collaborative agreements between SEA/Head Start facilitated by RAP	26	50
Mutual projects	3	6
Information exchange	40	77
Publication/materials	29	56
SEA uses RAP as provider	17	33
RAP uses SEA as provider	12	23
Other	3	6

The figures above do not differ significantly from those reported in December, with one important exception. During the June interviews more than two times the number of SEAs reported RAPs' assistance on developing SEA/Head Start collaborative agreements than was reported in December.

The number of types of contacts listed tends to under-represent actual RAP/SEA interaction because the tallies per type of contact represent respondents' unprompted,

"on-the-spot" recollection of contact with RAP over a period of several months. More specific descriptions of individual RAP/SEA interactions can be found in the program-by-program summaries.

Satisfaction

SEA responses on overall satisfaction with the RAP program serving their state were solicited in terms of their feelings about the effectiveness of the RAP program. The respondents were recorded as enthusiastic, satisfied, having some reservations, dissatisfied and having no opinion. Each response was graded on a four point scale, "enthusiastic" receiving four points, down to "dissatisfied" and "no opinion" receiving one point. A "no opinion" response was given a value of one because it reflects limited contact between RAP and SEA. The national average grade on overall satisfaction for all RAPs was 3.2, indicating general satisfaction with the RAP program nationwide, and an overall rise in satisfaction from last December, when the national average grade was 2.9. Ten RAPs showed an increase in SEA satisfaction, two remained the same, and three went down slightly. Interview results indicate that 93 percent of SEA contacts reported being satisfied, with approximately 31 percent, or 16 of those contacted expressing enthusiasm about their RAP. No respondents expressed dissatisfaction with RAP, one had some reservations and three offered no opinions. Those with no opinions indicated that contact had been limited, due in part to the newness of their relationship with RAP, or because of attention to matters other than those involving RAP.

Outcomes

SEAs are becoming increasingly more aware of RAP as a resource. This was the most common outcome of RAP/SEA contacts cited by the respondents. Several SEAs feel that RAP has increased its visibility within their states. However, at least three respondents feel that RAP needs to project higher visibility beyond Head Start. RAPs have become more accessible to SEAs and the RAP/SEA relationships have become more clarified. Four SEAs also noted that they are more aware of Head Start and of its services to handicapped children. One SEA feels that mainstreaming has become more effective. More direct involvement with Head Start on the part of five SEAs was attributed to RAP. Six SEAs mentioned RAPs' positive

impact on Head Starts and generally feel that these programs are better informed about handicapping conditions because of RAPs' efforts. High on the list of these efforts was the RAP training offered during the past year, especially the training on the manuals. The manuals themselves received high praise from SEAs, and in at least seven states the manuals, as well as other RAP materials and services, are being used by SEA personnel and LEAs within the state, often on the recommendation of the respondent. A by-product of the training has been the identification of good consultants to whom programs can turn for additional assistance. The training has also been viewed as filling a gap in training being provided by the STOs and SFCs.

Five respondents turn to RAP as their state level contact on Head Start issues. Some suggest that there be a designated liaison at the state level who would sit in a decision making position on behalf of Head Start.

At least ten SEAs acknowledged the efforts of RAP to assist them on various projects, prepare materials, gather information and participate in SEA-sponsored workshops. Two SEAs mentioned that RAP sits on a state level committee or task force, and complimented them for their contributions to these groups. Six respondents also noted the assistance RAPs are providing on the development of collaborative agreements as significant outcomes of their work during the past several months.

SEAs feel that RAPs have had a positive impact on Head Start, providing support to teachers and responding to their needs. One SEA summed up RAPs' role as being a real catalyst for Head Start. As a result of RAP efforts, especially the manuals workshops, Head Starts are more informed about handicapping conditions and how to deal with them more effectively.

Two SEAs have received positive feedback regarding RAP from Head Starts and public schools. One in particular was pleased with the show of support expressed by Head Starts through their calls urging SEA participation at RAP-sponsored workshops.

In two states RAP is credited with facilitating Head Start programs' openness to work with public schools and vice-versa. One SEA in the South Pacific noted that because of RAP, the SEA and Head Start are working together for the first time.

RAP has provided the mechanism for greater sharing of information among SEAs. One RAP arranged a meeting of all SEAs in their service area, thus providing a meaningful exchange of information across state lines.

Eleven respondents reported no significant observable outcomes as a result of RAP work. Four of these SEAs are new respondents and their relationships with RAP began only recently. A few respondents felt that minimal communication with RAP has limited their knowledge of RAP activities. Although some SEAs did not report specific outcomes of RAP work they nevertheless indicated positive feelings about RAP.

Problems

Ninety-four percent of the SEA respondents reported no problems in dealing with RAP. Only one specific problem was cited. The Indiana SEA, in her Advisory Committee reporting, does not feel that information sharing (alone) is of as much benefit as actually advising on the planning of RAP activities. She suggests that SEAs have a more active role as Advisory Committee members in planning these activities. Two SEAs responded with a qualified yes to the question on problems with RAP. The American Samoa SEA expressed some concern that the decision to hold a workshop in American Samoa was made without consulting the Pacific programs, but feels that this problem has been satisfactorily resolved. The SEA in the Pacific Trust Territory cited "normal" problems: great distances and inadequate telephone communication because of their location.

Suggestions

Almost two-thirds of the respondents offered suggestions for RAP improvement ranging from very specific to some with more indirect applicability to RAP. Five SEAs feel that there is a need for RAP to clarify their roles vis-a-vis SEAs. It was suggested that RAP set up a meeting for exchanging this information. Three SEAs asked for more information on RAP goals and a description of RAP's role in the handicap effort.

Nine SEAs suggested that RAP establish more frequent contact with SEAs through communication as well as through meetings. Two SEAs felt that they themselves should become more involved with RAP but other inhouse activities have limited this. Two SEAs suggest that RAP set up meetings between Head Start and the SEA. Four respondents would like to see RAP initiate more contact with the LEAs, via newsletters, making RAP materials available at low cost, and by extending to them RAP training. It was also felt that RAP should produce a higher visibility beyond Head Start, to include all LEAs, state agencies and other agencies within each state. Two SEAs would like to receive newsletters more often; one suggested that they be distributed monthly and include information from other states. For RAPs serving large multi-state areas it was suggested by three SEAs that RAP staff be increased. The SEA in the Pacific Trust Territory would like RAP to organize expertise in Micronesia, avoiding "outsiders" who are not familiar with their unique situations.

More training, both on-site and through workshops, was suggested by three respondents. One SEA felt that this was important based on the needs of programs identified through the needs assessments conducted by RAP.

Four SEAs would like more advance notice and planning for RAP meetings (Advisory Committee meetings, workshops, etc.). Stated as a problem in an earlier section, one SEA would like to be more involved in the planning of RAP activities at Advisory Committee meetings. The role and purpose of the Advisory Committee are unclear to at least one SEA.

One SEA suggested that RAP form an SEA/Head Start coalition program with IMPD. Another feels that RAP should be serving migrant programs.

There is still some concern over duplication of efforts by RTOs, STOs, and RAP. It was also emphasized that RAPs need to gain the support and backing of the ACYF Regional Offices in order to be able to fulfill their role as facilitators between Head Start and SEAs.

Additional suggestions offered by individual SEAs include the following: RAP should confer with other RAPs to determine what stumbling blocks have been overcome and to share common ideas; RAP should have a specific task to meet with the SEA on-site, not just as a side trip attached to another task; RAP should conduct a needs assessment of areas unserved by Head Start.

One SEA offered a suggestion relevant to the members of the Advisory Committee. She feels that RAP staff are being spread too thin and suggests that the Advisory Committee assist RAP on gathering information.

Changes in SEA Perception of RAP since December, 1978

SEAs interviewed in both December 1978 and June 1979 were asked if their perceptions or opinions of RAP had changed during the past six months. Thirty-nine of the SEAs fell into this category. Of the thirty-nine, perceptions went up for eight respondents (21%), remained the same for thirty (77%), and there were downward shifts. One SEA who expressed satisfaction in December offered no opinion in June. The remaining fourteen SEAs interviewed were new respondents. Arkansas and the Northern Mariana Islands were not included in any of the figures cited above, because no contact was made with them in December or June.

SEA/Head Start Collaboration Facilitated by RAP

Included in the SEA interviews was an unprompted question on the nature of contacts between SEAs and RAP. Twenty-four instances of collaborative efforts between SEA and Head Start were mentioned. This figure is double that of the December interviews, and represents almost fifty percent of all SEAs completing the interview. RAPs' roles in these efforts vary, from being supportive to supplying specific and related information, to actual involvement in the final product. The status of these agreements tends to fall into three stages, depending on the extent to which they have been developed. Eight agreements are in draft form and/or are awaiting the final necessary signatures for approval. Seven are being worked on and written and nine are in the planning or beginning stages of development. It is important that the reader not place too much emphasis upon these stages because the SEAs and RAPs may vary in their perception of progress.

The SEAs in Region V indicated that although RAP has rendered assistance on the agreements, they feel that the State Handicap Advocates have maintained the primary responsibility for their development.

A few SEAs described some of the specifics of the agreements being developed; brief descriptions of these will be included in the program-by-program summaries for each RAP. Mention of any LEA/Head Start agreements and mutual SEA/RAP projects will also be included in the summaries. Very few mentions were made of LEA/Head Start agreements, most of which have come about because of Head Starts' physical location within public schools.

Perspectives on RAP Projects

Brief narrative summaries of data on the specific states served by each RAP are presented in the following paragraphs. If the reader compares the activities described below with former reports he will find that RAPs are becoming generally more active with the states they serve, both in types and frequency of contact; this in spite of the fact that much staff time was consumed by the manuals workshops.

New England RAP

All six states served by the New England RAP were contacted. Interviews were completed with five states; the Vermont SEA indicated that there had been no contact with RAP since December, but she hastened to add that this was through no fault of RAP but because she has been on leave. She expects a closer working relationship beginning in September. All respondents were familiar with RAP, however, the Rhode Island SEA required some prompting.

Massachusetts reports many varied types of interaction with RAP and mutual exchanges have developed. RAP has been helping to clarify Massachusetts' regulations and procedures for serving handicapped children and their applicability to Head Start. RAP also assisted the SEA with information for a review panel of a "model parent" project. RAP was instrumental in getting the SEA involved with the State Head Start Directors Association and as a result Head Start staff are on the SEA mailing list and are often recipients of SEA regional area training. The SEA feels that RAP is understaffed, with only one and one-half persons serving all of New England, but is very impressed with it and sees RAP as a good resource.

The SEAs of New Hampshire and Rhode Island have recently lost the full-time position of a handicap advocate, whom they shared. The New Hampshire SEA feels that regular quarterly meetings for updating with RAP would lessen this sense of loss. He also commented on the fact that RAP must be shared by all of New England and this too lessens the sense of accessibility to RAP. RAP continues to be instrumental in the development of Project LINC, which is coordinating the efforts of Head Start, public schools and community resources.

The Maine SEA feels very positive about RAP and is especially pleased with RAP's approach to training, in addition to providing resources. RAP and the SEA have conducted joint training sessions and plans are being made to do "quite a bit more." Contact has been more often than once a month, primarily initiated by RAP. A major focus for the SEA this year is on planning for the State Implementation Grant, in which RAP is included. RAP is assisting the SEA in coordinating plans for training in the preparation for transferring handicapped children from Head Start to public schools. The SEA will use RAP as a facilitator of state programs for serving preschool handicapped children. One instance of LEA/Head Start collaboration facilitated by RAP was cited by the SEA. This resulted as an outgrowth of the fall manuals workshops. The SEA is excited about RAP's future direction and notes more collaborative efforts this year than last year.

The respondent from Rhode Island indicated that contact with RAP this year has been limited. The SEA requested more information on RAP and how it could work with the SEA and LEAs. There was also a desire for more contact by RAP. Some LEA/Head Start agreements are beginning as a result of RAP training and meetings.

The Connecticut SEA has become more aware of ways to use RAP for assistance. She expressed positive feelings about the RAP training. Mention was made of a joint RAP/SEA effort to set up training for LEAs, day care programs and Head Start on mainstreaming of handicapped children, but the political atmosphere was not conducive so the event did not take place. RAP and the SEA will work further to plan the training for a future date. The respondent serves as an alternate on the RAP Advisory Committee, and although she has not yet attended any meetings, she feels that she should. The SEA would like RAP's assistance in setting up a network of all early childhood educators in the state to get all LEAs in contact

with providers, forming a support system. The respondent has made contact with LEAs to ask if they had considered working with Head Start in serving handicapped children. She found that most LEAs seem to be unaware of Head Start's work with these children.

NYU RAP

Both New York and New Jersey SEAs view RAP as a valuable resource for Head Start information. The SEA in New Jersey has moved from having some reservations about RAP to being more positive about the utility of a RAP program. He sees it as healthy to have a neutral resource for Head Start programs and also sees RAP as a barometer of changes and as a facilitator. However, he still feels that it is critical to examine the duplication of efforts that may exist between RAP and RTOs. He suggests that RAP initiate efforts to coordinate services offered by each state with regional efforts. He also suggests that RAP initiate a discussion between Head Start and the SEA to develop a better understanding of each other. He feels that Head Start's position is that all handicapped children should be mainstreamed, but that the SEA takes the position that children should be placed in "the most appropriate placement."

The SEA in New York is responsible for approving payments for transportation of handicapped children who attend Head Start programs and is therefore in need of information on what costs accrue to Head Start. RAP has been instrumental in getting this information for the SEA and has been helpful in specific cases. The New York SEA feels that RAP provides assistance on a state level where none had existed before. Through RAP she is now aware of what Head Start is supposed to provide for handicapped children, and as a result foresees that changes will be made at the SEA. The SEA would like to draw on RAP services more but realizes the limitations placed on RAP by staff and funds.

PUSH RAP

The Delaware SEA has become more aware of the positive impact RAP has had on local programs, and she feels that Head Starts have an excellent resource through RAP on handicap issues. The respondent was highly complimentary of the manuals

training offered by RAP and would encourage RAP to share the training with public schools. A collaborative agreement between SEA/ACYF will be signed, but it is still in the preliminary stages.

The respondent from the District of Columbia indicated that contact with RAP has been very limited. She is not entirely sure what the purpose of RAP is and questions whether there is a need for RAP.

The Maryland SEA expressed very favorable feelings toward RAP and indicated that contact has been regular. He hopes that future relationships will expand to include other SEA staff. The respondent has been able to use the mainstreaming manuals to train his own staff, and has received calls from local project directors requesting the manuals and other Head Start materials.

Because of RAP personnel changes during the last year, the Virginia SEA feels that continuity with the SEA has been hurt. She is nevertheless satisfied with RAP and feels that the concept is a good one.

Mainstreaming in Pennsylvania is more effective as a result of RAP work. The respondent is satisfied with RAP and feels that it has been effective in the field. RAP has been a good resource for the SEA, especially in their support of the capacity building grants as well as the local children's team concept (coordinated resource efforts in communities in Pennsylvania). The respondent would like more consistent communication from RAP and suggests that RAP get the newsletter out more often. She feels that people in the field really need constant contact and added that RAP might have to sacrifice the professional appearance of the newsletter for more frequency. The SEA complimented RAP's creative stationery, adding that it shows that RAP "takes that extra step."

The West Virginia SEA looks to RAP as a strong liaison with Head Start and views RAP as a source of information and guidance. Meetings are being planned to coordinate services between school systems and Head Start and the SEA sees RAP acting as the catalyst for Head Start. He suggests that PUSH/RAP gather information from other RAPs to see what their stumbling blocks have been and what commonalities they share in order to reinforce what RAP is doing now. The respondent

feels that RAP needs to have higher visibility beyond Head Start, especially with public schools. He suggested that RAP set up a meeting with all directors of special education in their service areas so that they might share their perceptions on how best to utilize RAP. He feels that a meeting of this sort might provide good liaisons for RAP and offer a better understanding of the services offered to handicapped children.

Chapel Hill RAP

All of the respondents served by the Chapel Hill RAP were satisfied with RAP and there was a general feeling of more awareness of RAP and what Head Start is doing for handicapped children.

RAP has been helpful to the new Florida preschool consultant for handicapped children in moving into her position. The SEA was highly complimentary of RAP's training and would like to see RAP become more available for inservice training, based upon the results of the needs assessments. The respondent visited Head Start programs in Florida representing the RAP Advisory Committee to review the programs' handicapped efforts. She feels that activities like this one provide good public relations for RAP. SEAs in other states are engaged in a similar activity.

Having come from a background in secondary education, the SEA in Georgia has become better informed about the preschool handicaps because of RAP. She is much more aware of what Head Start and RAP are doing and refers other staff at the SEA to RAP as a resource on handicapped conditions. Georgia has recently applied for a State Implementation Grant and, if awarded, RAP involvement is expected to increase. The SEA is working with the STO in Georgia, and indirectly with RAP, to develop an agreement that will attempt to get cross-agency training and avoid duplication. RAP has provided information on agreements in other states and serves the SEA as a resource in the development of the agreement. The SEA suggests that RAP could use more publicity outside Head Start, especially in the public schools. Because the SEA's calendar fills up early, she suggests that RAP use more advance planning for Advisory Committee meetings.

The North Carolina SEA is very enthusiastic about RAP. She indicated that she has never heard such high evaluations of training as those coming from the RAP manuals workshops. She feels that this is especially significant because Head Start represents such a diverse population. A by-product of the training is the identification of good consultants to whom programs can turn. The respondent feels that RAP keeps her informed and sensitized through the Advisory Committee. She expressed some concern about the implications of losing the STO. RAP will have to assume some of these responsibilities and funds may present a problem. It is not always clear in the respondent's mind who sends materials -- RAP or Outreach, however, she feels that this is more a function of their notable cooperation.

The SEA in South Carolina is new. He uses RAP materials as resources for public schools. RAP has been helping to promote the cooperation between the Office of the Governor and the State Department of Education to work together with Head Start. The respondent gives recognition to RAP for the work they have done, citing in particular the manuals and the information RAP provides to programs. He encourages RAP to share with public schools, at low costs, the materials they have developed.

Mississippi RAP

The SEA in Mississippi is a first-time respondent who is familiar with RAP, and notes that contact has been limited. RAP and the SEA are both helping to compile a resource directory of preschool handicapped services in the state, under a BEH project entitled MESH (Mississippi Early Services to the Handicapped). The SEA is favorably disposed toward RAP but because her involvement with RAP began only recently she has no clear opinion on the effectiveness of or changes due to RAP.

Nashville RAP

The three SEAs served by the Nashville RAP are all very complimentary of the RAP's work. The Alabama SEA feels that all interactions with RAP have been positive. Prior to RAP he didn't work a great deal with Head Start and now

feels that he knows the Head Start people and where they are located. RAP has "started the ball rolling for preschool handicap services." The SEA felt that the manuals workshops were excellent and that many have benefited from the manuals. He compliments the RAP staff for their competence and for their understanding of limitations placed upon the SEA.

RAP has provided the Kentucky SEA with information on how other states have designed collaborative agreements between Head Start and the State Department of Public Instruction. The SEA still has trouble separating RAP from the STO. She sometimes questions who does what for whom. She feels that RAP may share this same confusion.

A meeting set up by RAP with all the SEAs in their service area provided an opportunity for the Tennessee SEA to know how her neighbors are handling responsibilities. The SEA appreciates the help she has received from RAP on the development of the State Implementation Grant which has been one of her main focuses this spring. RAP has done a lot of leg work on a committee which the RAP coordinator chairs for the SEA. The SEA has made some contacts through RAP which have enhanced their resource pool.

University of Illinois RAP

The SEAs in Ohio, Indiana and Illinois all feel that RAP is of benefit to Head Start. The Indiana SEA, however, has some reservations about RAP's involvement with and impact on public schools. She does feel that Head Starts need the training and technical assistance that RAP offers to help them serve handicapped children as well as to come into compliance. Because Indiana has permissive legislation she does not feel that there have been too many changes at the state level because of her contacts with RAP. Changes may be greater in states which mandate down to three years. As a member of the RAP Advisory Committee the respondent feels that the meetings should have more meaning. They tend to be primarily for information sharing and the SEA would like a more active role in planning RAP activities.

The SEA from Illinois feels that the relationship with RAP has improved within the last six months. She sits on the Advisory Committee and expressed

concerns similar to the respondent from Indiana that the Advisory Committee does not advise but that the meetings are primarily for idea sharing. The respondent feels that RAP is valuable and that they are doing a good job. She would like specific clarification of RAP's responsibilities and what RAP's expectations of the SEA are, as well as of the handicap advocate. The handicap advocate has been her primary resource on Head Start and the SEA would like to see it become a three pronged effort.

When the special education people at the state level realized there was a group (RAP) interested in preschool handicap education, Ohio began to focus more on preschool handicaps. The Ohio respondent has an improved understanding of RAP and a clearer picture of her own role and relationship to RAP and Head Start programs. She views RAP as a needed resource, but still wishes that a RAP could be set up for each state -- "there is more out there than RAP can reach."

Portage RAP

The SEA in Michigan has much greater familiarity with RAP, its role and RAP staff. The respondent has been asked to sit on the Advisory Committee and she thinks it is a "real plus" in RAP's favor to involve SEAs. The respondent suggests that RAP begin communication with LEAs to foster better agreements with Head Start as a referral. LEAs in Michigan do not view Head Start as a placement for handicapped children. She thinks that the image of Head Start might improve if RAP initiated contact, perhaps through the newsletter. The SEA and the state advocate are working on a state agreement. RAP has provided model agreements, but most of the efforts have been with the advocate.

The Minnesota SEA is extremely satisfied with RAP's work this year. She called the evaluator to volunteer her comments -- before receiving a letter informing her of the upcoming telephone interview. She cited several examples of RAP work including a co-sponsored workshop to promote collaboration between Head Start and public schools, where a state level collaborative agreement was developed in draft. The agreement is being developed through the Region V Office. Because Minnesota is required to serve four year olds there is some overlap with Head Start. The agreement will attempt to coordinate outreach services and assessment and provide several options for program service -- either formal or informal. RAP has provided the SEA with excellent model agreements -- "just what

I needed." Very few SEAs have mentioned knowledge of LEA/Head Start agreements. The Minnesota SEA cited one in northern Minnesota, where the Head Start Director is a member of the RAP Advisory Committee. Head Start and the LEA share children, facilities and parent training. The manuals have greatly increased the professional image of Head Start. There is more awareness by the state special education regional consultants of handicap services in Head Start. The SEA got the impression at a recent Advisory Committee meeting that RAP is feeling pressure to find visible, measurable impact of their work. She feels that there may be a danger of RAP spreading themselves thin. She suggests that the Advisory Committee help with some of RAP's work by assigning members to Task Forces, for example for information collection.

RAP has been helpful to the Wisconsin SEA by assisting on several SEA endeavors. The SEA is sponsoring a workshop this summer on mainstreaming and RAP has provided useful information. RAP also conducted a survey at the request of the SEA, and assisted in the development of ten Resource Modules being compiled by the SEA. The respondent attended one of the manuals workshops to see if the training could be adapted for public schools.

Region VI

As a relatively new RAP, Texas Tech has enjoyed good working relationships with the SEAs it serves. Interviews were completed with four of the five states served by RAP. No contact was made with the Arkansas SEA due to the recent death of the RAP liaison person. His replacement was not available for the interview but it was mentioned that Arkansas is in the process of signing collaborative agreements with the Head Start handicap consortiums.

The Texas SEA was a most enthusiastic respondent. Contact with RAP has been almost weekly, primarily centered on a collaborative agreement which is nearing completion, pending the proper signatures. RAP's work is beginning to affect LEAs working with Head Starts, both directly and indirectly. When Head Start is housed within an LEA, the LEA is a recipient of RAP training. The SEA has a clearer understanding of the Head Start network in Texas, which she feels is very complicated. Compliments were given to the RAP staff, who have been very helpful to the SEA in providing better services to handicapped children. RAP has been an excellent resource, always providing useful feedback to the SEA.

All contacts between RAP and the Louisiana SEA have been related to the development of an interagency agreement, however, the respondent is aware that RAP functions in many other ways. He has confidence in the competence of RAP staff and feels that this could be augmented by Regional Office efforts to support RAP activities.

The New Mexico SEA was impressed with the show of support RAP has been receiving from Head Start programs. Head Starts have been contacting the SEA to solicit her participation at RAP-sponsored meetings, but she regrets not being able to attend because of lack of state monies for travel. The respondent feels that there is a lot of awareness of RAP. She has also received helpful input from RAP when requested. The SEA suggests that RAP schedule visits to the SEAs, not as an add-on to an already planned trip, but as a task of its own.

The Oklahoma SEA is very complimentary of RAP's work, especially the facilitation of state level agreements. She feels that it would never have gotten done so quickly without RAP. They have not yet completed the protocols, but the specifics of the agreement include handicap reporting requirements, coordination of Child Count, communication, and referrals. The agreement will be incorporated into the State Plan. The respondent is extremely favorable toward RAP training and would like to extend it to LEA, non-Head Start personnel. She feels that there are quality changes within Head Start due to RAP's training and that Head Starts are more informed about services to handicapped children. The SEA would like to communicate more with RAP and suggests that RAP provide a little more lead time for activities that include the SEA.

Region VII RAP

Each of the four SEAs served by the Region VII RAP report monthly contact with RAP and all are very satisfied with the services being provided to them. The Iowa respondent indicated that RAP was most helpful in smoothing out some contention that had developed between Head Start and public schools when the Iowa mandate to serve handicapped children was new. Now things have settled down and the SEA has not received as many panic calls; consequently there is less contact with RAP, although the SEA continues to call upon RAP, and vice versa, as needed. The respondent does not interpret less communication negatively.

The Kansas SEA feels that RAP is the most appropriate agency to do the work they are doing. The respondent mentioned that she has had an ongoing relationship with RAP, automatically sharing materials with each other. RAP is a member of an SEA interagency committee which deals with a multi-disciplinary approach to early childhood development and education. The SEA compliments RAP staff for graciously including public schools in their training.

The Missouri SEA and RAP have worked together on local conflicts between Head Starts and LEAs over service and placement of five year olds. There is a problem with Head Start serving three and four year olds in Missouri because Head Start teachers are not certified. Because Missouri has responsibility for the education of five year olds, an internal SEA policy decision resulted, due to efforts by RAP and the SEA, to set up an agreement between Head Start and public schools. It will provide for the best placement of five year olds and joint IEPs will be written by Head Start and public schools. The SEA would like to see more uniformity in the expertise of Head Start personnel working with special needs children. She believes that Head Start would be less defensive about the SEA's requirements for certification if they could see the way other preschools must serve handicapped children. The respondent does feel that RAP is doing a good job to upgrade the skills of Head Start.

Head Start has been included in the rules and regulations for preschool planning in public schools in Nebraska. RAP has acted as a liaison with Head Starts to advise them of the progress of these plans and what the implications for Head Start will be. The Nebraska SEA appreciates the relationship with RAP, which serves as a state level Head Start contact. The respondent was impressed that a RAP staff person traveled to Nebraska to meet her successor. She suggests that RAP have more frequent contact with SEA.

Mile High RAP

Mile High RAP serves six SEAs, all of whom are satisfied with RAP. The Wyoming SEA did not express any feelings on RAP's effectiveness because, as a new RAP contact, he is not familiar enough with RAP to comment. Wyoming is not mandated to serve preschool children and, therefore, involvement with RAP has been minimal.

The Colorado SEA is very enthusiastic about RAP and indicates that they enjoy a mutually beneficial relationship. The respondent reports that RAP is developing a more global perspective on the relationship between the SEA and Head Start. RAP is providing the mechanism to enable all state early childhood coordinators to participate in the regional planning. The SEA has been receiving positive feedback from public schools about RAP. He feels that there is still a need to look at the role of the ACYF Regional Office in developing agreements between the SEA and Head Start. He suggests that each state should have one person designated to negotiate for Head Start programs. The SEA is pleased that RAP has been able to diversify through other monies, which he feels has made a significant difference in RAP's direct service to Head Start, especially in training people how to use materials instead of just handing them out.

The SEA from Montana is new in his position, previously with an IMPD Head Start program. Although he has not had many specific interactions with RAP, he is satisfied that RAP is a good resource and will rely more heavily on the Mile High staff in the future. Communication with RAP has been sporadic and he suggests that RAP come more often to Montana. The SEA encourages collaboration of efforts and RAP has helped with an agreement, which is not yet signed. He would like to see an agreement between the SEA and the ACYF Regional Office as well as one with IMPD/Head Start programs. RAP has provided the SEA with model interagency agreements. The respondent would like to form an SEA/Head Start coalition program with IMPD/Head Start and RAP. Because Montana has lost its preschool mandate and only has permissive legislation the SEA must depend on advocacy groups like RAP.

Contact between RAP and the North Dakota SEA has been chiefly a collaborative agreement which RAP initiated. The agreement is in the final stages, awaiting proper signatures. Through the agreement Head Starts and public schools will exchange services but not funds.

The South Dakota SEA was most enthusiastic about RAP's work and feels that she has excellent rapport with RAP. The respondent credits RAP with facilitating Head Start's willingness to work with public schools. RAP has been assisting the SEA on the development of a collaborative agreement between the SEA and the ACYF Regional Office.

The Utah SEA is very pleased with RAP's assistance in sending model state agreements from other SEAs at a time when the Utah SEA is attempting to enter into agreements with Head Start. She compliments RAP's capable staff and feels that RAP is a well managed program. The respondent would like a monthly newsletter including what goes on in other states to avoid duplication..."Sometimes we (SEAs) try to reinvent the wheel."

Los Angeles RAP

The Arizona SEA feels that she has received constructive and tangible assistance from RAP in the development of their state implementation grant. The respondent sees RAP as a necessary liaison in working for preschoolers because Arizona has no legislation, either permissive or mandatory, to serve this age group. She noted that RAP very openly and effectively shares information. RAP will ask for SEA's advice on an issue and then use it constructively.

Nevada's SEA began to be involved with RAP in February. Contact has been primarily by phone and by mail, initiated by RAP. Plans are being made to work with RAP this summer on the development of a collaborative agreement between the SEA and Head Start. The respondent feels that RAP has been doing this job but that the SEA has not done enough to work with RAP. Because the SEA's involvement with RAP began recently, she offered no feelings re RAP effectiveness or specific comments or suggestions about RAP.

The California SEA reports very frequent contact with RAP and cited several ongoing efforts. RAP is planning a training session for LEA staff in state preschool programs on the use of the ACYF manuals. RAP has been instrumental in developing a draft agreement between SEA and Head Start, which will involve the Regional Education Agencies and Head Start. The agreement will be signed by the ACYF Regional Office. RAP is also involved on an ad hoc committee to develop preschool guidelines in California. The respondent feels that RAP is more visible and has become more well known, after a slow start. Many agencies are now familiar with RAP. He is very pleased to see the kind of services and leadership that RAP offers, feeling that the Head Start population being served by RAP is benefiting greatly from these services. The SEA would like to include migrant

Head Start programs under RAP's responsibility. He also feels that there are many areas in California without Head Start programs and he would like RAP to conduct a needs assessment of these areas.

Hawaii RAP

The Hawaii RAP expanded its list of SEA contact persons from two in December to five in June. In addition to the Hawaii and American Samoa SEAs, interviewed in December, the evaluator also attempted to interview the SEAs of the Pacific Trust Territory (Saipan), Guam and the Commonwealth of the Northern Mariana Islands. Four of the SEAs were reached and interviewed; the SEA in the Northern Mariana Islands was never reached, after six attempts by the evaluator.

Given the large geographic area to be covered by the Hawaii RAP, great strides have taken place in their work with the SEAs, even though contact has only recently begun. The Hawaii SEA receives the most frequent communication from RAP, usually three or four times per month. Distance is not a factor here. The SEA states that RAP's chief contribution is that it speaks "one voice" for Head Start. The respondent does not have to initiate several contacts with different Head Start programs, but instead turns to RAP. Because Hawaii's goal is to serve all three and four year olds, the SEA, with RAP's assistance, is beginning to develop a collaborative agreement with Head Start. He hopes for a completed agreement in the fall which will address areas of assessment and referrals.

The respondent from Guam indicated that there has been very little activity with RAP so far. He is aware of the fact that RAP came to Guam to conduct a needs assessment for Head Start and that contact has been greater between RAP and Head Start. The SEA acknowledged receipt of the RAP newsletter. He feels satisfied with RAP and sees potential for RAP in Guam, however, it is too early to offer suggestions on RAP's work. There was some concern initially that RAP's training might conflict with existing inservice training already being provided in Guam, however, that has not proved to be a problem. The SEA was pleased to know that RAP will provide direct services and training on site, not just in Hawaii.

The American Samoa SEA is very enthusiastic about a two week workshop being sponsored by RAP in Samoa this summer. Translators will be used, obtained by the SEA. This will be the first time the SEA and Head Start have worked together, and "RAP is the catalyst." The SEA has been contacted by RAP via satellite to plan for the upcoming conference. The training will be an introduction to handicaps, mainstreaming and the use of observation skills. The SEA received some useful materials developed by the Alaska RAP, which have applicability to remote rural areas in Samoa. The respondent expressed slight concern initially when the decision to hold a workshop in American Samoa was made without consultation with the Pacific programs, but this has been resolved. She would like more constant contact by mail or satellite. A side note from the respondent on a sign of the times: "America Samoa gets its mail when the DC10's fly!"

The SEA from the Pacific Trust Territory is supportive of RAP. He is still a little unsure about what RAP's purpose and goals are, which he also notes is not clear in the RAP brochure. The respondent gives credit to RAP for raising the consciousness of public schools that they are not alone in providing service to handicapped children. He cites a problem shared by all of the Pacific Islands, great distance and limited telephone contact. The SEA would like RAP to organize expertise within Micronesia, bringing in outsiders only when necessary.

University of Washington RAP

The three SEAs being served by the University of Washington RAP all mentioned RAP's involvement in assisting in the developing of interagency agreements with Head Start.

The Idaho SEA is very supportive of RAP, feeling that RAP knows when to push and when to hold back; there is a high trust factor. RAP has had an indirect role in the development of an interagency agreement between the SEA and ACYF Region X Office. The agreement will pertain to PL 94-142. RAP has provided information and support. The respondent suggests that RAP hold a meeting with all the SEAs it serves to discuss the status of this agreement.

The Oregon SEA's relationship with RAP is relatively new, although he has been working with RAP indirectly since the spring of 1978. RAP and the SEA are working on an interagency agreement which will establish a cooperative relation-

ship between LEAs and Head Start, dealing primarily with proper placement of handicapped children. Through RAP the SEA now has a better understanding of where Head Start programs are located in the state, what their needs are, and how the LEAs can begin to be involved. Although the respondent was unable to attend training presented by RAP he has seen the materials, which he feels are excellent.

RAP is in regular contact with the Washington SEA, which the respondent feels is mutually initiated. The SEA and RAP have assisted each other on situations dealing with placement of handicapped children in public schools and Head Start. RAP has been helpful in preparing materials for a state level workshop that will deal with the development of an interagency agreement. The respondent would like more detailed information about what types of training and technical assistance RAP offers and when it will be conducted, especially if the services will be available to local school districts.

Alaska RAP

Alaska's SEA feels that RAP has been exceptionally good for the state. She relies heavily on RAP because the SEA cannot provide direct service to handicapped children. A priority with the SEA is Child Find; RAP has been contracted by the SEA to run Project TRACE, designed to track down handicapped children who have moved, to determine whether the local school districts are providing services to these children. A memo of agreement has been written between the school district in the Lower Yukon and Head Start facilitated by RAP. More people at the State Department of Education have become aware of RAP and are making use of its services. The Commissioner of Education has written a letter to RAP requesting their ongoing professional cooperation, citing that RAP fills a gap. The respondent will be leaving her position soon and she hopes she can leave enough documentation about RAP so that people do not have to retrace her steps.

Extending the Estimates of Benefits and Cost Relationships

We are continuing this year use of the method applied last year in obtaining "provisional" estimates of benefits and costs. We do not wish to place too great an emphasis on this reductionist "scoring" as standing for a final measurement of RAP effects and/or effectiveness. Therefore, we are reserving extensive comment but are showing comparisons with last year.

Reviewing the basis for the computations shown in Table 17:

- The three-factor composite score was produced by:
 - Noting "intensity of service" as measured by average number of different types of contacts with a RAP.
 - Noting the Head Start "satisfaction" grade (using a scale of values where "enthusiastic"= 4.0 and "dissatisfied"= 1.0).
 - Noting the SEA "satisfaction" grade (produced by the same procedure as that described above).
 - Adding the scores produced on these three components, while double-weighting the Head Start satisfaction grade, and producing an aggregate score.
 - Dividing the resulting total by four to produce a total "benefits score" for each RAP.
- Dividing the RAP total budget costs expressed in thousands of dollars by these average benefits index scores.
- Producing a value "cost per point of score" for each RAP.

We have retained this method this year so that comparisons to last year can be made. Clearly, there are many assumptions made and conventions established in producing these "cost-benefit" numbers, and as to the final "unit cost" figures produced, it could be argued that it would be just as appropriate to divide cost figures by the total weighted three-factor scores produced (rather than dividing those scores by four); and such a procedure would decrease the cost per point of score by a factor of four. But having started with the procedure described, we retain it this year for purposes of making comparisons.

TABLE 17

COST-BENEFIT ESTIMATES FOR RAPs

Region and RAP	Average No. Types of Contacts per Case	H.S. "Grade"	SEA "Grade"	TOTAL Score	\$ Cost (1000's)	1979 Cost per Pt. of Score (1000's)	1978 \$ Cost per Pt. of Score (1000's)	Increase in 1979 over 1978 (1000's)
I: NE	3.5	3.1	3.4	3.3	\$ 91.0	\$ 27.6	\$ 22.0	\$ 5.6
II: NYU	3.3	3.3	3.0	3.2	100.7	31.5	21.9	9.6
III: PUSH	3.2	3.0	2.8	3.0	87.0	29.0	21.5	7.5
IV: Chapel Hill	3.5	3.3	3.5	3.4	99.4	29.2	21.6	7.6
IV: Nashville	3.3	3.0	3.7	3.3	101.7	30.8	27.5	3.3
IV: Mississippi	5.0	3.6	3.0	3.8	89.0	23.4	22.1	1.3
V: University of Illinois	2.8	3.1	2.7	2.9	93.0	32.1	23.4	8.7
V: Portage	4.8	3.4	3.3	3.7	98.6	26.6	22.7	3.9
VI: Region VI	2.0	3.2	3.5	3.0	86.4	28.8	24.2	4.6
VII: Region VII	3.8	2.9	3.5	3.3	96.7	29.3	23.4	5.9
VIII: Mile High	3.8	2.9	3.0	3.2	100.0	31.3	21.7	9.6
IX: Los Angeles	3.7	3.3	2.7	3.3	89.0	27.0	25.0	2.0
X: U. of Washington	3.4	2.7	3.3	3.0	93.0	31.0	21.9	9.1
X: Alaska	5.5	3.5	4.0	4.1	82.0	20.0	14.4	5.6
IX: Hawaii	2.7	2.5	3.3	2.8	149.9	53.5	-	-
<u>ALL</u>	3.5	3.0	3.2	3.3	97.2	30.1*	22.4	6.0*

*Based on 14 RAPs where unit-benefit costs were computed both years.
Average of "All" for 14 RAPs in 1979 was 28.4; in 1978 it was 22.4.

Table 17 displays the results of our cost-benefit computations and compares "cost per unit of score" to last year's figures while also indicating change in benefit-unit cost from last year. RAP budgets vary in their total cost figures considerably more this year than last, and variability in cost per unit of score also is greater, with "costs per unit" for each RAP increasing over last year. The average increase in costs per unit for all RAPs combined is \$6,000 while RAPs achieved average cost-benefit scores of 3.3 overall -- one tenth higher than last year -- but had larger budgets with which to operate. The mandate for manuals training doubtless absorbed many RAP energies and costs. The normal situation across most RAPs seemed to be that "intensity of service" and Head Start and SEA satisfaction balanced out to similar impact outcomes as last year, but that it cost more (in dollar outlays) to achieve this impact through services that included manuals training and the installation of ARAMIS at six sites.

Scanning the columns in Table 17, the economies of single-state operations stand out again in the data on Mississippi and Alaska; but we cannot anticipate that this pattern will hold for future operations by the Hawaii RAP -- which must cover the South Pacific spread over many thousands of miles. In addition, the relatively low increases in unit costs shown for Los Angeles this year warrant attention to discover situational, organizational and other factors that may be contributing to these patterns.

Thus we are not ready to pass sweeping judgments or to make grand conclusions based on the plottings in Table 17. However, we hope to gather impact data next year in a way that will provide more insight into associations between RAP characteristics and styles of operation and variable capabilities to reach, serve and satisfy different types of consumers -- and consumers who are differently located and situated. At the same time, we may in the future attempt to factor in RAP variables such as geographic area of coverage, number of states, number and size of Head Starts etc. as our search for measures of costs and benefits continues.

VI. FINDINGS AND RECOMMENDATIONS

Findings

Overall

- Judging by factors both internal and external to the RAPs, the program has demonstrated remarkable progress this year. Performance on tasks is comparable or surpasses the previous year, the manual training endeavor was most successful in terms of numbers of participants and their reactions, and clientele satisfaction has held steady among Head Starts and is up among SEAs.

Budget and Staffing

- The overall funding level for the RAP program is \$1,457,532, an increase of \$405,825 or 38.5 percent over the previous year.
- Increased funding is available to every RAP project. The average RAP budget is \$97,169, an average increase of \$22,047 over the previous year. Individual budgets range from \$82,000 to \$149,894. The gap between the highest and the lowest budgets has increased this year.
- Salaries, travel, and other direct cost items have increased overall and most projects have realized increases in every budget line item. The percentage of indirect charges (overhead and fringe costs) has decreased relative to other allocations.
- The average full-time equivalent staff numbers 3.43, up from 2.97 the previous year. Salary levels have also increased from an average of \$13,640 in 1977-78 to \$14,634 this program year.
- RAPs enjoy a more solid foundation, fiscally, thereby making them less dependent on supplementary sources of funding, as in the first and second years.

Task Priorities

- None of the RAPs ordered tasks identically and none of the RAPs' rankings paralleled that of ACYF, but the aggregate profile of RAP priorities is identical to the task ranking by ACYF in the four most important tasks and the least important task. RAPs place different relative emphasis on mid-level tasks.
- In descending order of importance, the most important RAP tasks are providing service and materials to Head Start grantees, conducting training on the ACYF manuals on handicapping conditions, promoting collaborative agreements between Head Start and public agencies serving handicapped children, and assessing the needs of the handicap effort of Head Start programs.
- The task ordering suggests that there is agreement on priorities among RAPs and between ACYF and RAPs and that program priorities have been communicated clearly to projects.

Needs Assessments

- RAPs have assessed the handicap needs of 78 percent of the grantees this year; this compares similarly with the level of effort of the previous year. Assessment practices vary in process, format, duration, and season.
- The chief among needs identified by RAPs through the assessment endeavor is the need for more training and information on specific handicapping conditions, followed by assistance with the development of IEPs.

Mainstreaming Training Conferences

- State conferences to introduce the ACYF manuals on handicapping conditions were conducted by every RAP and represented the most significant achievement of the year.

- One hundred forty-four (144) conferences were conducted in every state in the nation, Puerto Rico, the Virgin Islands, Washington, D.C., and the American Trust Territory.
- Over 11,200 persons were trained at the conferences including 8,660 Head Start teaching staff -- this represents 38 percent of the teachers nationwide -- and 2,636 Head Start program administrators as well as non-Head Start staff. Eighty-eight percent of the nation's Head Start grantees were represented at the conferences.

Provider Inventory

- A total of 4,655 providers of services to handicapped children are available to Head Start through the RAP network. This represents an increase of 600 over the previous year.
- Most of the services, information and materials that satisfy requests are supplied by RAPs unaided by service providers, thus diminishing the need to undertake extensive provider searches.
- When third parties are used as providers, it is usually to answer a request for training or for direct services to children.

Transaction and Service Project Analysis

- Overall, the volume of transactions increased about two and a half times between the first and second program years and has steadied at the level of about 3,500 transactions annually, an average of 230 per RAP.
- This year over 400 service projects recorded time-intensive, substantive RAP efforts, an average of 30 per RAP.
- Since the beginning of the program, RAP has been the chief provider of services and wares to requesting clients; 89 percent of the transactions identify RAP as the resource provider. This pattern has been reinforced increasingly since the beginning of the program.

- Also consistent with a pattern established early on, the RAP work load is less apt to be characterized by requests that identify a specific handicapping condition. Only 11 percent of the transactions specifically identify a handicapping condition, and the most frequently cited is speech impairment.
- Transactions, when characterized by type, fall into the following distribution: 49 percent materials dissemination, 29 percent information dissemination, eight percent brokerage, five percent each for training, and technical assistance, and two percent each for facilitation and service. The percentage change over last year is very small within transaction categories, with the exception of dissemination of materials which has increased. Distribution of manuals for ACYF along with a characteristically heavy production and dissemination of materials accounts for the increase.
- About two out of three transactions identify Head Start staff as the requestors of RAP service; others come from non-Head Start clientele. These findings coincide with those of the previous year.
- Half (203) of the service project reports specify a training activity, and about half of these identify manuals training; 14 percent (57) account for participation or presentations at meetings; technical assistance rendered by RAP, preparation of reports and mailings, and other RAP tasks account for eight percent each; six percent (22) report collaborative activities with public agencies, and five percent (18) document the development of original media or materials.

Advisory Committee

- Advisory committees vary in size. Membership averages 16, but ranges from ten to 26 members.
- SEA representation on RAP advisory committees has increased this year from 29 in 1977-78 to 39, or 78 percent of all SEAs.

Task Forces

- Four RAP Task Forces address the following topics: development of model state agreements between Head Start and SEA, compilation of a manual on the Head Start handicap effort for new directors, development of model handicap procedural plans including IEPs, and ARAMIS. All have met and developed products on their various themes.

Head Start Directors Meetings

- RAP staff attended in excess of 50 Head Start Directors Association Meetings this year, a decrease from 62 last year.

National RAP Meetings

- Two National RAP meetings have been convened this year and were most enthusiastically received.

Implementation of RAMIS

- All RAPs have implemented some elements of RAMIS, but only three have operationalized every part of the system and many RAPs have modified some aspects of the system.
- The recent refinement of RAMIS is an acknowledged improvement, but variation in the application of the system persists.
- ARAMIS is operational at six RAP sites. The systems are in various stages of usage.

Recommendations

- Early in the program year, the RAP Project Officer should convey program priorities to individual project staff. This was the case in the past two years when collaboration with public agencies and manual training were the tasks of foremost emphasis and RAPs responded with noteworthy accomplishments.
- Given the encumbrance of the training effort and the limitations of RAP person-power, some slippage on performance under other tasks is predictable, hence task priorities become important and these expectations should be made known to all RAPs.
- Mainstreaming conferences were best received when RAPs followed the NYU training format, held conferences of single purpose versus meetings piggy-backed onto other sessions, and distributed the ACYF manuals at the conferences. Future training should factor in these successes.
- Timing for conducting training conferences under future contracts should be optional for RAPs, provided clearance is received from ACYF. RAPs could then adjust training to coincide with grantees' needs and availability.
- ACYF should reconsider whether "formal" agreements with SEAs are the most advantageous to Head Start. If so, guidance should be issued by ACYF concerning the process and content, authorizing agents for Head Start, and optional elements of the agreements.
- RAP tasks of collaboration and training are duplicated by some ACYF regional grantees and contractors. Clarification of roles and assignments should emanate from the National and Regional Offices.
- The application of the RAMIS system needs clarification, particularly definitions and instructions. New elements of the system should be identified as final or trial versions; guidance should be issued on what aspects of the system are optional, and what components can be modified. Time lines for implementation should be set so that all RAPs function under the same constraints.

- A manual on ARAMIS implementation would be useful. Training on ARAMIS should be given to the collective body of new installation projects at the same time, so that each receives identical instructions.
- Task Forces have been productive this year, but require more time to develop, review and revise products. Allowance should be made at National RAP meetings to accommodate necessary cooperative efforts to accomplish the objectives of the task force assignments.